

National Parent-Teacher

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The Official Magazine of the National Congress of Parents and Teachers

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SHEEP IN McGUFFEY'S THIRD: *A. L. Crabb* • HEALTH IN WAR AND PEACE: *Mary Murphy*

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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The Official Magazine of the National
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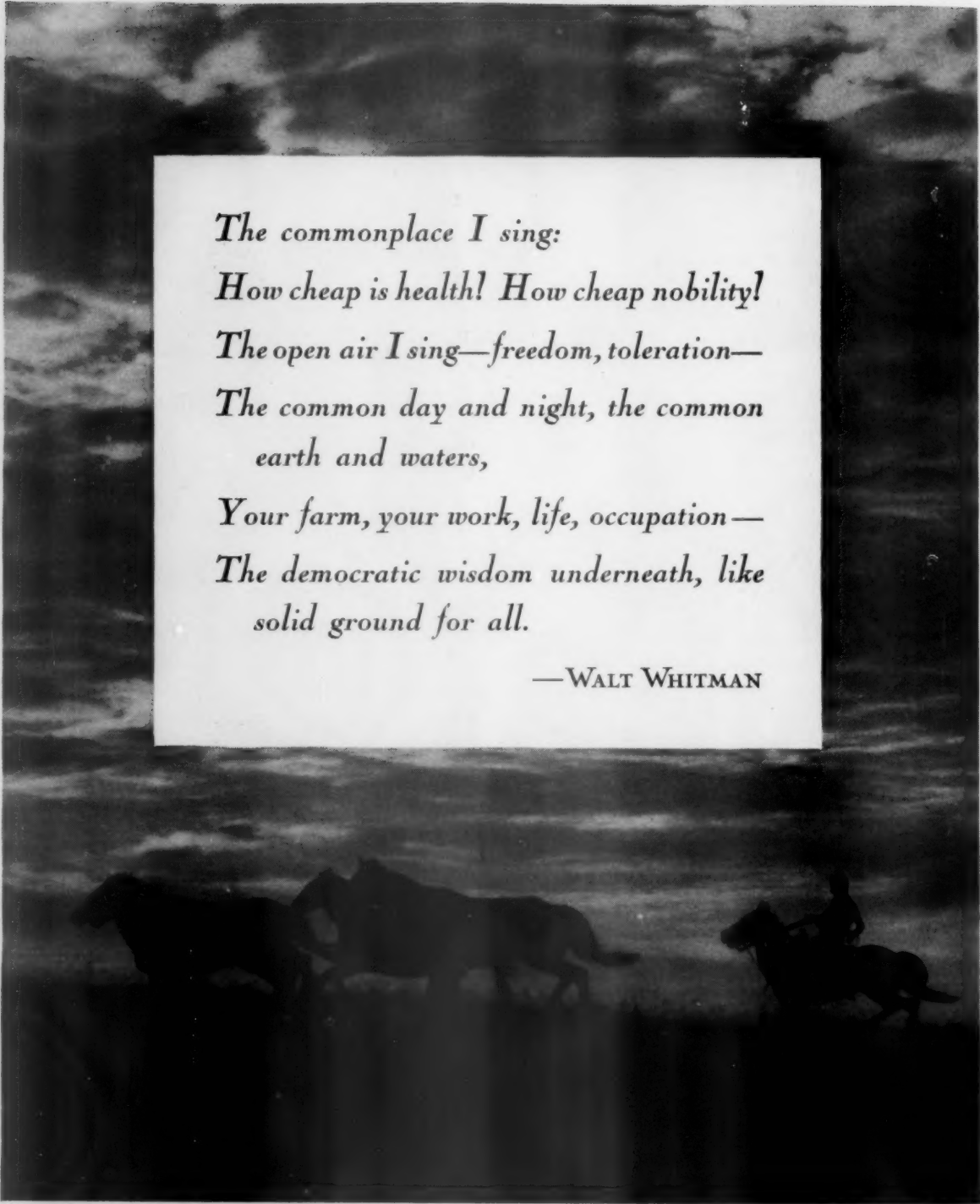
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*The commonplace I sing:
How cheap is health! How cheap nobility!
The open air I sing—freedom, toleration—
The common day and night, the common
earth and waters,
Your farm, your work, life, occupation—
The democratic wisdom underneath, like
solid ground for all.*

—WALT WHITMAN

The President's Message

When Winter Comes

WITH the coming of October the all-too-short summer with its long, warm evenings and airy gladness draws to an end. Soon now we shall begin to think of the Thanksgiving turkey, of the first snow, and to make ready for winter by shaking out the winter apparel from its long, packed rest. We shall begin to make mental notes of the heavy overcoat Junior will need this winter, of the sweater Mary was so disappointed not to receive last Christmas.

Necessary as such items are, I hope that we, as parents and teachers, will not forget one growing need of all children—recreation and recreational facilities. Most of us are concerned about supervised areas for summer play, but when October comes along we neglect to think of retaining recreational personnel or providing space for creative, wholesome leisure activities. A winter recreational program as well as a summer one plays an important part in the physical and mental health of the young citizens of the community.

If one winter more than another could drive home to us the need to provide for the all-important hours of recreation, this winter would be the one. The air is filled with restless uncertainty; the national defense program is filling many a home with warnings and forebodings that affect all that it holds dear. Every time we turn on the radio we are greeted with graphic reports of the bombing of civilians; even the entertainment features tend these days toward emotional dramas full of persecution and suffering.

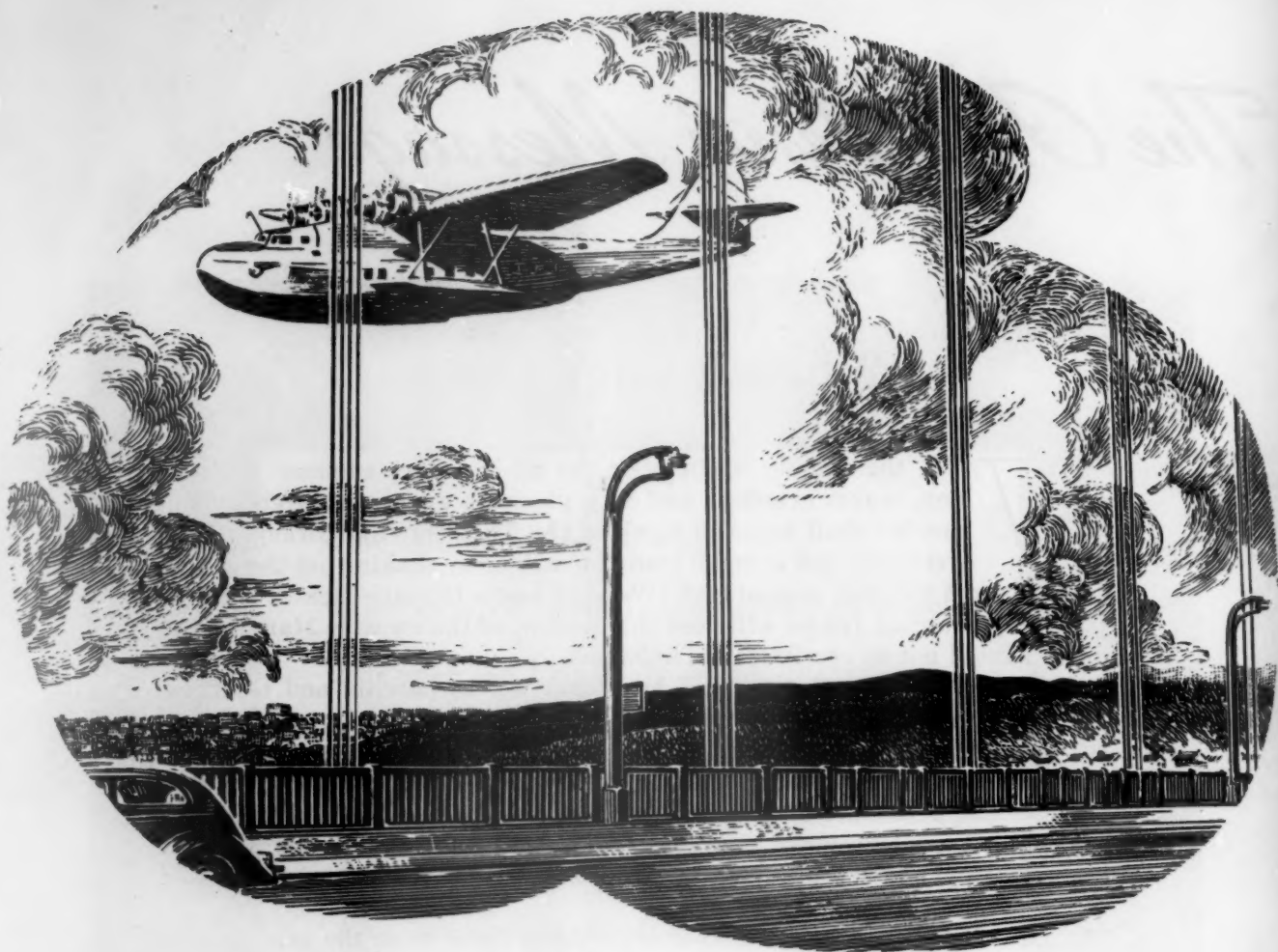
ALTHOUGH peace at the present time seems remote for the nations of the world, it is still possible to achieve it individually—peace through happy, understanding relationships which home and family life maintain; peace through receptive attitudes toward daily work; peace through satisfying, creative leisure. As individuals we can do little toward establishing a warless world, but each of us can be a potent factor in finding spiritual peace for ourselves and for our children.

It was once said that "the soul is dyed the color of its leisure." Should we not then as elders, the governors of the community, give thought to the pigments our community dye pot contains? The soul takes on its color from leisure regardless of the season. Let us then put on the neighborhood "must" list year-round provision for creative and socializing activities. And when winter comes it will give to children, and to their parents and teachers, better health, renewed vigor, and greater strength to hope, to plan, and ultimately to achieve a lasting peace for all mankind.



Virginia Klefys

President,
National Congress of Parents and Teachers



It Is a *Small* World

MALCOLM S. MacLEAN

WHEN YOU and I look back down the years, nothing startles us more than the speed with which our world has shrunk. As children then, each of us lived in a tiny spot. That spot might be a farm, village, or city. But, whichever it was, it was about all we knew. We were little citizens of little separated communities.

Outside our spot was a vast world about which we knew next to nothing. We had no feeling that we belonged to this shadowy bigness beyond or that it belonged to us. We knew that dusty wagon roads, rattling smoky trains, and thin telegraph wires, carrying mostly messages of sickness and death, led into and out of our little world. I shall always remember how pale my young mother got when she saw the uniformed messenger boy park his bicycle against the elm tree by our front door. But my own children sometimes get birthday greetings from New York or California, and once there was a cable from France. My wife's grandfather, a captain on a battleship in 1860,

was cruising in Chinese waters when the Civil War broke out. He sailed for six months more before he knew there was a war at all.

In our early days, the automobile was a "benzine buggy." It went fifteen miles an hour. It coughed and sputtered, and it frightened horses and people. It was lucky if it went thirty miles from home and got back in a day's time without getting stalled in mud, dust, or sand. Now five hundred miles in the same day's time is not too tough a journey for parents and children together. And five hundred miles in one day will take a youngster from the Deep South to his Northern playmates, or one from New England to his Mid-western cousins. Car speed with comfort has expanded the spot we live in until, for some children, all of the United States and, to most of them, whole sections of the nation, are a familiar home.

Vacation time, especially, has become travel time. Hence, plains children spend summer months among mountain folk; inland youngsters who,

born earlier, would have never seen a boat, go sailing and fishing at Cape Cod, or on Chesapeake Bay, or on the Great Lakes, or at San Diego. City children go to the farm or camp, and farm children to the world's fairs in the great cities. And they go to these places, not by dozens, but by hundreds of thousands. Of course, there are still the very poor whose range of travel is narrow. But they are comparatively few, and even the Okies run their battered jalopies to California.

Long-distance trains—day coach, tourist sleeper, or speed liner—take part with the family car, battered but trustworthy, or new, sleek, and swift, to stretch out more and more widely the spot our children live in. I seldom ride any train without finding from one to fifty or more boys and girls peering out of the window at the flowing landscape of mountain gorge, grassland, broad river, or forest, or at great factories, oil tanks, or city slums. They while away the hours playing with the other youngsters from everywhere. They hop off at stations, wide-eyed and curious, to see real Indians and cowboys in fancy boots and ten-gallon hats—the first time perhaps outside their neighborhood movies. America and the world have a hundred or a thousand times the reality and the meaning they had for us at their age.

The School of the Air

WHAT SEEMS more fantastic and yet real is the growing number of youngsters, from babies sucking their bottled formula in comfortable baskets to college youth, who extend their world by flying. In more than one hundred thousand miles of flight on commercial airlines, going about my educational business, I have sat beside many children: a pair of lovely chattering girl twins of nine who left Boston at seven in the morning and were "going to see Mummy" at the airport in Los Angeles at eleven that night; a boy of eleven flying from Jacksonville, Florida, to Chicago in half a day. He had drunk some pop and eaten two candy bars, and he got "sick to his stomach" when the air grew bumpy for a few minutes. When it was over, he solemnly explained to me that "no matter how he traveled he always got sick the first day, and he liked flying best."

There have been many others, but the most striking of all, the most symbolic, perhaps, of what is ahead, was Claudia. Claudia is a Negro girl of ten years. She was flying alone from New York to Minneapolis. Her mother, a social worker, and three little friends saw her off at the La Guardia Airport, New York, at eight in the morning. Two hours later, at Pittsburgh, she spent fifteen minutes with cousins while the plane refueled and took on a few passengers. At the Chi-

cago field she passed a happy hour and a half with her grandmother and four children she had last seen in Georgia. And at four-thirty that afternoon she landed in the arms of her aunt and uncle and another group of cousins in Minneapolis.

But in the hours between, when Claudia and I sat side by side, in a twenty-one-passenger plane flying nine thousand feet up, at 180 miles an hour, I caught a glimpse of what this small world was meaning to children who fly. Claudia was learning this world as few of her parents or teachers know it. She knew geography better than I had ever learned it in school; better, in fact, than I knew it until I, too, began to fly. As the states flowed past far below us, we knew, Claudia and I, that they weren't different colors as our maps showed them; that nobody can really tell where Pennsylvania leaves off and Ohio begins, and that perhaps it is foolish for us to think much, any more, about one state and another instead of about just America.

And Claudia and I knew a lot from both the pilots and the nurse-hostess about how weather is made "upstairs," how the winds breed, and what makes the air "bumpy" sometimes, like a country road. We saw the glorious clouds, not as one does from earth, drifting through the sky, but from just below them so that they were like a warm, gray ceiling that we could almost touch by lifting up our hands. And we saw them from the sides when the plane drove through a giant canyon between two towering thunder-breeders. We saw them again from the top, massed heavily and pouring a rain down on folks in Cleveland while we were up in clear sunlight. And sometimes they were scattered, tiny, and just floating with a breathless stillness, "like a painting that always stands still," Claudia said.

And finally Claudia, holding her small doll up to the window to see Lake Michigan, told the doll softly, but so that I could hear, how glad she was the two of them lived in America where they could fly, instead of in England where little girls and their dolls had to run into bomb shelters and hide when planes flew over. To me the little flying Negro girl and her doll will stand to the end of my days as a symbol of this New World.

The World at Our Front Door

ALL OF these wonderful fast new ways of transportation work two ways. Not only do they carry children, with their active bodies, sharp eyes, curious minds, and sensitive feelings, out over quickly expanding areas of the world's surface and the air lanes above it; they bring "outsiders" from many a far corner to the little home spot. I lived, not long ago, on a little street one

block long. In the houses there were thirty families, only two without children. Among us all, none had been born in that city. Most of us were newcomers, and we hailed from Colorado, New York, Tennessee, Maine, Texas, Sweden, Holland, Lithuania, England, Germany, and Australia.

Moreover, not only people come to the home place, but goods. In my boyhood, a California orange in the toe of my Christmas stocking was a luxury and a delight. Now great piles of them top the stands at country crossroads. Dime-store toys are made in China, Japan, Germany; tool kits in Connecticut; dolls in France and Switzerland. A girl's dress designed in Paris is made in Massachusetts, and sold a month later to Mary in Keokuk, Iowa. Of all the things children wear, handle, use, play with, and learn by, few if any are made in or anywhere near the home town.

New Eyes for a New World

BY SHIP, train, plane, wire, and air, not only America but the whole vast world is brought crashing into the homes and lives of children. The speeding up of photography and of printing, plus the split-second telephone, telegraph, and radio and the split-day planes bring last hour's or last week's pictures and stories of the lives of European and Asiatic children, as well as of other Americans, to our own. Millions of youngsters in out-of-the-way spots read the same "funnies." Where, as a boy, I had the few crude comics such as *The Yellow Kid*, *Foxy Grandpa*, and the *Katzenjammer Kids*, our children, American and the world over, are taught daily lessons in human relations—some good, some bad—by dozens of strips such as *Orphan Annie*, *Dick Tracy*, *Li'l Abner*, *Blondie*, *The Gumps*, and *Donald Duck*.

One of the most striking photographs my children have ever seen was Julian Bryan's shot of a twelve-year-old Polish boy sitting on the rubble ruins of his bombed Warsaw home, smilingly poring over an unmistakable Mickey Mouse. And the most tragic, Mr. Bryan's picture of the little girl—"just like me," said a Nebraska youngster—crouching over the machine-gunned body of her older sister who a minute before had been milking a cow—"just like our Jersey Annie," said an Indiana child. Both pictures, published in a set in *Life* magazine, were seen and absorbed by several million American and Canadian youngsters. Daily, weekly, monthly, picture and story material pours from the presses in a higher and faster flood, tying the big world tighter into the little internal worlds of each of our children. This is a far cry from the *St. Nicholas*, *American Boy*, *Youth's Companion*, and the Sunday School story leaflets we oldsters had.

Movie and Radio Magic

MOVIES SWELL the flood of what children learn of their world and, furthermore, increase the speed with which they learn. The *Crime Does Not Pay* set takes even the third-graders into social studies faster and more vividly by far than did all the ancient, medieval, modern, and American history books we studied in the grades and in high school. And what of the newsreels, travelogues, science films, and other "selected short subjects"? Newsreels bring the distant world into the tiniest town. The President of the United States speaks to the boys and girls directly from the screen. They see the endless pageant of senators and congressmen, bathing beauties and battleships, sea rescues and auto crashes, floods and fires, bombing raids with children dead in the streets, and all the thousand events that go to make up the daily life and death of the world.

The travelogues, despite the sad-voiced commentator, beat the school geographies a thousand ways in taking childhood imaginations from the dark little neighborhood theater to the Alps and Pyrenees, to the tweed-weavers' huts on the Scotch Isle of Harris, or out among the Italian tuna fishermen in the prewar Mediterranean. And science movies, in color, unfold the subvisible world that we oldsters as children never knew. They see both friendly and deadly germs alive and at their work. They see the lightning-fast smashing of an electric light bulb, or the smack of a bat on a ball so slowed down that the motion of the fragments of the one and the flattening out of the other are clearly seen and studied.

And in all this I have not yet hinted at the vitalizing power that the motion picture may have. It takes Shakespeare's slapstick *Taming of the Shrew* (unintelligible reading for most children) and makes it real and riotous comedy. It does his *Midsummer Night's Dream* into a fairyland beautiful beyond belief. It brings *Pinocchio* and *Snow White and the Seven Dwarfs* alive as my childhood books never could. It gives our children, whether they can or do read fast and well or not, many of the riches that lie in *A Tale of Two Cities* and *David Copperfield*. So the great world again, through movies, has become a small one.

More swift, more at once, more in our homes, the radio brings the mixed big world distilled into our living room. All of us know how much our children listen. It is not only the new fiction world of *Skippy*, *Buck Rogers*, *Jimmy Allen* of a little while ago, or *Gangbusters*, *Orphan Annie*, *Jack Armstrong*, or *The Lone Ranger* (I have heard youngsters yelling "Hi! Yo! Silver!" in Oregon, New York, Chicago, and Virginia recently) but it is a real world too. It is the world of music, not

swing bands only, but Walter Damrosch and his Saturday morning sessions for children with the great masters of music. And these lead to Metropolitan Opera on winter afternoons, and to New York Philharmonic and the Sunday Evening Hour. (My own childhood Sunday afternoons and evenings were dull, profitless, wasted, and stuffy.)

Listeners All

AS REAL and certainly more brutal—but a part of the great close world to be learned by children if they are ever later to end war, win security, and make democracy work—are the radio newscasts to which more and more children listen. Just yesterday I was on a little cabin boat tied up at an isolated wharf. I walked along the dock and stepped into a tiny store. The radio was on. The storekeeper leaned across the counter listening. He paid no attention to anyone. Nor did the five tousle-headed, barefooted boys and girls from about eight to eleven who were there.

They sat on boxes. I sat on a box, too. And we heard direct from London the story of the torpedoing and sinking of the British ship with three hundred children aboard bound for Canada. We all said "Grand!" when we heard that all of them were saved. We all said "Swell!" when twelve-year-old Peter Kirk of Glasgow told about how he was sleeping soundly when he was suddenly waked up and hustled into a lifeboat packed with other kids. Peter said he had always wanted to be rescued from a sinking ship but "when it really happened it wasn't nearly so exciting" as he thought it would be. It was "funny and nice too, to see Mother again after he had just left her." He got some seasick in the little boat in the big waves but not very, because "all us kids sang *Three Blind Mice* and *Oh, Johnny!*" And he is now waiting to take another boat to Canada where he's "going to be a cowboy." Peter Kirk of Glasgow and "us kids" in the Virginia back inlet were not thousands of miles apart at that minute. We were together on the high seas, learning the everlasting lesson of common humanity and courage.

Using the New Resources

AS THIS world has shrunk we parents and teachers have been far too slow in moving out into it and gathering it into us. These world-shrinking agencies

have built up a keen competition that we do not know yet how to meet. They compete with us in classroom and living room as teachers of our children, as forces that bring in knowledge and understanding, interpretation and wisdom. How can children learn and remember the dates of the Louisiana Purchase, with Peter Kirk's story or the click of Shirley Temple's heels ringing in their ears? How can they "do arithmetic" or write an English theme about "My Most Embarrassing Moment" when their heads are full of pictures from *Life* and the newsreels?

Parents and teachers must, I think, move fast and far. If we do not hurry, we shall find that we are living in one small spot in the shrunken world while our children are living all over it.

Certainly the meaning of all this is that we must focus on the present and use the past only to give meaning to what is going on in the world now. The early history of the Indians, the Colonists, and the pioneers in this country is important, but not nearly so important as the struggles our children must face as they grow up. Today's science film on atom-smashers is much more vital than Egyptian water wheels or Roman aqueducts. It seems clear to me that we must, as both parents and teachers, train ourselves quickly and well to take an always sharp look at this shrunken world, interpret it to our children, and make use of all the cars, planes, trains, movies, magazines, and radios that have been given us to widen and deepen the learning of our children so that they may handle the world better than we have known how to do.

This is the second article in the parent-teacher study course: This World of Ours.



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To Be Or Not to Be—Safe

FRANK W. HUBBARD

SOMETIMES I wonder about other parents. Are they as disturbed as I am about this problem of safety education? For at least five-sixths of my young daughter's life I have tried to teach her to watch her step. At first we said, "No touch" (atrocious English—but effective), and more recently we have reminded her to "stop, look, and listen." She has memorized safety rules and safety songs, played safety games, and listened to safety stories. But ten minutes of watching her at play or while crossing streets shortens my life at least five years.

This summer I observed a number of children at a relatively quiet beach resort. Most of the time the group played safely. However, Johnny used to make my hair curl because he liked to stand in the middle of the street, forcing cars to go around him. Most of the drivers didn't like to play that way and said so. Since the child wasn't mine I couldn't spank him (I'm old-fashioned on some phases of discipline). Fortunately, the rest of the children did not imitate Johnny, for he seemed a bit odd to them. Undoubtedly Johnny in his five years had had some "safety" instruction. But when I asked him why he acted the way he did he just gave me an evil look (no doubt thinking that certain grownups are very queer).

Recently the local newspapers reported that two four-year-old children had been killed. Both of them ran against the sides of heavy trucks. The drivers never had a chance. Driver training for the drivers and safety gadgets on the cars wouldn't

have prevented either accident. Yet the pain and recriminations in both families are not difficult to imagine.

Now and then I read the letters to newspaper editors urging strict local ordinances, or special mechanical devices, or severe law enforcement. Others want us to return to a simpler life—perhaps more desirable than possible.

No doubt better engineering and law enforcement will help. Certainly as parents we approve of most community efforts in this direction when designed to make living safer. But somehow, no matter how far we crowd out the *human element* in life situations, some of that very unpredictable factor remains.

As parents and as teachers (parents are both) we find ourselves faced with a tremendous responsibility. We must patiently teach the young to live safely in a dangerous world. This teaching means not once, or even seven times, but seventy times seven. Even then we have no absolute guarantee of safety. We merely reduce the chances of accident in a given lifetime.

FORTUNATELY we parents are not alone in our concern. Thirty years ago a number of far-sighted persons began to tell business leaders that industry needed to put its house in order. Industrial management wasn't interested. How could there be speed and efficiency in the midst of numerous safety devices and rules? Industry had to be shown that safety meant greater efficiency and more production. The records show that the lesson has been well learned.

Then almost overnight the motor car became a problem. Powerful motors, poorly designed roads, unskilled drivers, careless pedestrians, combined with the number of cars to establish a killing pace. A movement was set in motion to find and to eliminate the causes of accidents. Engineering skill applied to cars and to highways, better enforcement of traffic rules, higher qualifications for drivers, and pedestrian education became widespread practices. That these efforts have had constructive results is evidenced by the fact that twice in the last three years Providence, Rhode Island, a city of more than 250,000 population, has gone more than 110 consecutive days without a motor vehicle fatality. And other cities and towns have records almost as good.

THAT the time has arrived for all adults—particularly parents—to take the safety problem seriously is the conclusion reached in this article which presents an illuminating picture of the frightful toll of human life still exacted by avoidable accidents in the home, the school, on the highway. As great then as has been our progress in the movement for safety education, there is obviously much yet to be accomplished. Safety instruction is not the province of the school or any safety council alone; what the future holds for many children depends upon the responsibility assumed by each parent for teaching safety instruction that really functions.



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Similar forces have been at work in railway transportation, aviation, recreation, and in education. In every case where brains have been applied, standards enforced, and human beings trained, the accident rate has gone down. More than this, each year the accident rate is being forced lower and pegs are being placed to keep it where it belongs.

ONCE, in the course of a very dry speech, a statistician said that "if all these items were laid end to end they would reach from Detroit to Chicago." Whereupon a tired listener muttered, "Yes, and if all statisticians were laid end to end—it would be a good thing." At some risk, therefore, we shall review a few statistics at this point.

In 1922, according to the National Safety Council, nearly 3,200 children of ages 5-14 were killed in motor vehicle accidents; in 1928 the toll approached the 4,000 mark. In the past twelve years there has been a gradual decline; in 1939 the toll of lives lost was 2,350. Not only has the total declined but the relative position of the youngsters has improved with respect to fatality reports for the population at large. While the number of their fatalities *decreased* 31 per cent, that of their older brothers and sisters (15-24 years) *increased* 144 per cent, that of some parents (25-44 years) *increased* 79 per cent and of other parents (45-64 years) *increased* 96 per cent, and finally the grandparents' death toll (65 years and over) *increased* 103 per cent.

Why has the death toll among children decreased while that among their elders has nearly doubled? Undoubtedly the activities of intelligent parents and the efforts of altruistic groups have helped. *But safety authorities give most of the credit to the schools and associated agencies.* The safety patrols of boys and girls on the corners near your school, and near hundreds of other schools, have done their job well. In addition, the teachers through classroom projects, motion pic-

tures, and other means have done much to make children alert to the hazards that lurk in traffic.

There are additional hazards for children other than those involving motor vehicles. *Most other accidental deaths among persons 5-14 years of age occur when these children are supposed to be under parental supervision.* One in five of these deaths is from drowning; one in ten from burns, conflagrations, and explosions; one in ten from falls.

The record of home accidents is dismaying. Statistics of the National Safety Council show that 31,500 persons (all ages) met death from home accidents in 1938. Estimates for 1939 put the probable total at 32,000—an increase of 500. Of all the large areas into which accident statistics are commonly divided (motor vehicle, home, occupational, and public) only the total number of deaths from home accidents *has failed* in recent years to show a substantial decline.

That isn't the whole home story. In addition to those killed, nearly *five million* persons (all ages) were injured at home. This total represents well over 50 per cent of all accidental injuries. Children of school age do not contribute to home accidents as much as other age groups. Grandparents appear to be most liable to serious injury, and babies under five years of age the next most likely group. As a wag once remarked, "There is no place like home—for accidents."

ANOTHER angle of the accident problem which concerns both parents and teachers is that of school accidents. Most of these are not fatal but the physical and mental injuries involved—not to mention absence from classes—are factors deserving more attention than they ordinarily receive. Once again we are indebted to the National Safety Council for its annual statistical summary. Facts collected with regard to 800,000 pupils (kindergarten through senior high school) indicate that

in 1939-40 at least 4,000 were injured within school buildings. An additional 3,700 accidents took place on school grounds; 1,500 more happened on the way to or from school. These totals include only accidents requiring a doctor's attention or causing absences of one-half day or more. Less serious accidents were not reported.

If these figures are representative of the country as a whole, then more than 200,000 accidents happened last year in connection with elementary and secondary schools. Does this mean anything to us as parents? We can, of course, become very indignant and hurl biting criticism at school authorities. Perhaps teachers then would apply to the general accident problem some of the experience gained in successfully dealing with traffic hazards. But before condemning too vigorously we should realize that even a thousand accidents daily among 26 million pupils (one-fifth of our total population) is a better situation than that among adults. Also considering the record of home accidents it would never do for the kettle to call the pot black.

FROM such statistical evidence there is but one conclusion. The time has arrived for all adults—particularly parents—to take this safety problem seriously.

First, we need to stop deluding ourselves with the notion that "accidents just happen." Ignorance of hazards, indifference, physical or mental disabilities, and lack of skill are but a few of the underlying factors.

Second, we must convince ourselves that the accident problem can be licked. Industry has shown the way. Many cities have marked up excellent traffic records. A defeatist attitude is intolerable.

Third, we need to survey our own homes, schools, and communities to determine the number and relative danger of existing hazards. The American Red Cross and other agencies have home score cards. If none of these suit your purposes, make one that will.

Fourth, we must set into motion accident prevention programs. In our own homes it may be simply a general agreement to keep poisons locked up, tools in their places, and toys where they won't be stepped on. A community program will be a more complex activity involving teachers, police, firemen, and others. The important thing is to get an intelligent plan in operation and to keep it going.

These are the first steps. The danger is that what we do may be too general. It may not get under the skin of each child—even our own Patsy and Johnny. Here we face the age-old problem

of providing instruction that really functions. One difficulty has been that we place too much reliance upon knowledge itself. We *tell* the child about traffic lights but we do not actually go to the corner and explain the real thing. We *tell* the child not to cross in the middle of the block and then we let him see us doing it. We *tell* our high-school age children not to speed but later they see us furtively watching for the motorcycle patrol. We *tell* them not to stand on rickety chairs but we fail to provide a safe stepladder. We *tell* the children not to leave their toys on the stairs where grandmother may tumble but we do not see to it that habits of orderliness are firmly established.

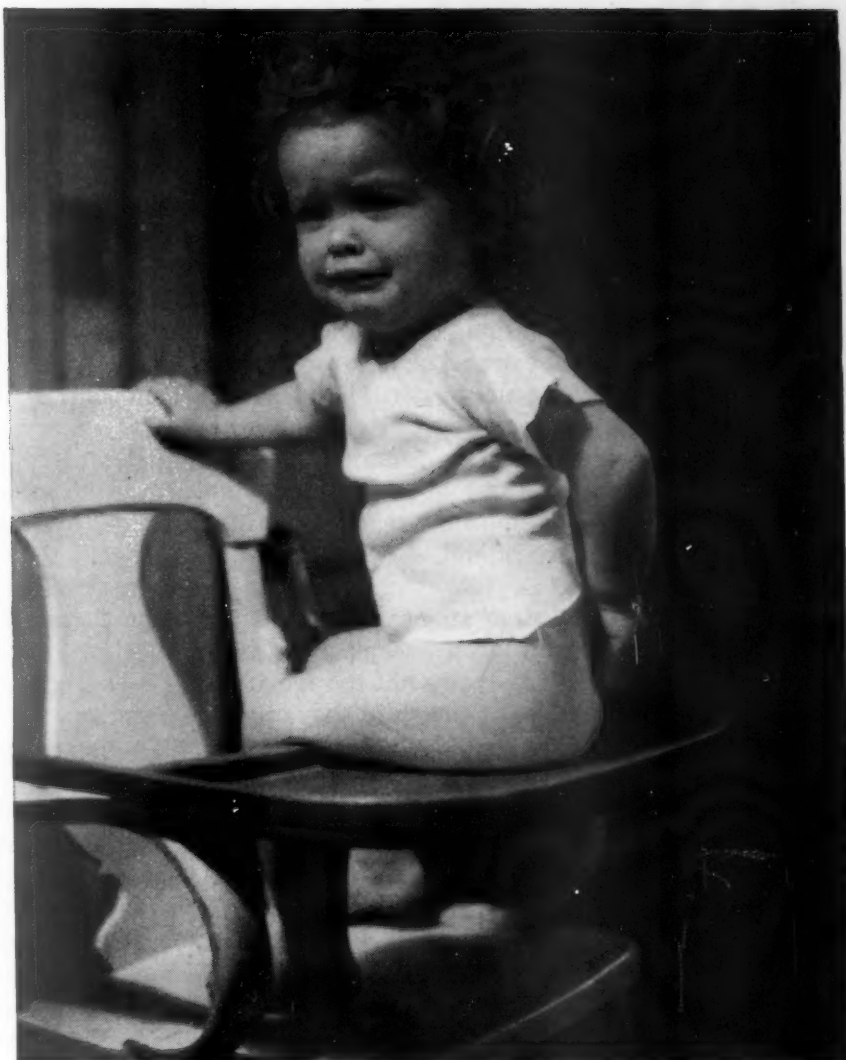
Too frequently both parents and teachers assume that "knowledge is power," ignoring the fact that knowledge is but *the way* to power. Knowledge is power when it is linked up with supporting attitudes and habits. Merely memorizing safety rules is not enough. A child must first be ready to learn, the material presented must be within his ability to absorb, and then he must participate as a whole individual in the processes of learning. Only under such conditions can we hope to develop the insights and understandings necessary to motivate the *use* of knowledge.

The old saying, "Strike while the iron is hot" applies to all good teaching. It applies with special emphasis in safety instruction where life and limb are involved. How important it is then that we do not merely lecture during dinner but seize the moments when need and interest are great. How important it is that we avoid useless generalizations and emphasize the specific factors in real life situations. How important it is to help children develop independence in observation, analysis, and appropriate action under the hazardous conditions of modern life.

THERE is much that we parents can do in our own homes. It will cost time, energy, and perhaps money. These are trivial matters in comparison with the results of avoidable accidents. There is much that can be done by the schools and the other public and private agencies in our communities. These protective factors also require time, money, and personal attention. At this period, when national defense is uppermost in all minds, it is folly to ignore the safety movement. By conserving the human resources within the nation we can effectively watch and defend the ramparts against destructive forces from the outside. But whatever we do, let us be sure that we have quality as well as quantity in safety education. It will take a rifle, not a shotgun, to hit those elusive human elements peculiar in time, place, and individuals.

Is *Spanking* Necessary?

SIDONIE M.
GRUENBERG



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THE controversy over whether we should spank the child or thwart that impulse has been going on longer than human tradition relates.

Everybody knows how natural is the impulse to let fly when a child violates the proprieties or disobeys a rule. And everybody can give excellent reasons for inflicting upon the transgressor suffering or penalties commensurate with the offense. Not only can the principle of an-eye-for-an-eye be made to appear quite rational; it is apparently in complete accord with the child's own feelings and impulses.

When Jack and Jimmy—or two other approximately equal persons—come into conflict, either may strike at the other in anger, or in retaliation. For each is concerned with his own immediate interests or feelings. You hurt me!—or, You took that away from me!—or, You annoyed me!—so here goes, Biff! The immediate purposes are those of struggle, retaliation, relief of anger, or perhaps putting the other in his place. If there is an “educational” purpose, the more powerful is concerned

merely with teaching the other the lesson that he cannot take liberties, or cause annoyance, with impunity. And, generally speaking, such education is fairly effective.

But much has been said in criticism of this method, in the form of spanking, when used by elders as a means of guiding and disciplining a child. Spanking is said to be cruel. It has even been charged with brutalizing children. All this may be true. Yet there would seem to be little virtue in the purely negative counsel “Don’t spank!” Those who pride themselves on the lofty resolve not to spank may actually be more cruel than those who thoughtlessly vent their irritation by impulsively striking at a child. Tight-lipped disapproval, or the threat “Mother will not love you any more” may actually hurt the child more now—and possibly do him more harm in the long run.

The objection to spanking as a general device concerns the parent, or other adult who may be involved, quite as much as the child. Spanking is in practice too easy an outlet for the adult’s

feelings. It is so easy that it saves the trouble of thinking. For the important questions have to do not with suitable penalties, or the number of spanks per unit of offense; they have to do with our educational or disciplinary purposes. When a child has done something that the parent or the teacher disapproves, just what is the adult's concern?

If we are concerned at this point with relieving our own injured feelings, or aim to "get even" with the child for his aggression or defiance, a good biff may serve. If we are concerned, however, with the child's own development, with his learning rights and wrongs, his learning to live with other people, to be considerate, to conform to the needs (or merely the requirements) of the larger group, then the spanking or licking may teach something quite other than that we intend.

SPANKINGS are usually so spontaneous and immediate that most children accept them as in the nature of things—if they are not too frequent, or too severe. To the mind of the child they appear reasonable, for they are exactly what he would himself resort to when angered or irritated. But, by the same token, they leave his relations with his elders on the childish level of conflict, instead of raising them to the more mature level of mutual regard or mutual aid. Spankings come to manifest the parent's response to annoyance, rather than his effort to be helpful and friendly.

But short of manifesting our displeasure in unmistakable ways, most of us appear to be without resource. Certainly we cannot ignore the mischief into which a child inevitably gets, nor his misdeemeanors. But spanking, like other forms of punishment, may be necessary for the child's wholesome development in much the same way as medicine, rather than as food. We resort to physics and pain-killers on occasion, but we do not rely upon them to furnish material for growth. We resort to "punishments" as correctives, when something goes wrong. In either case, however disagreeable the medicine, our purpose is not to relieve our feelings or to humiliate or hurt the child; it is to help him.

From this point of view it is not so important what particular "remedies" we use as it is to make sure that they are applied in the right spirit. When you put a child to bed because he has a cold, you may be depriving him of play, but you are not doing it to "punish" him for catching cold. If you put him to bed for "disobeying" or for having stayed out at play too long, you do not expect the sojourn in bed to be particularly helpful; you are deliberately depriving him of his liberty in order to teach him a lesson. But what lesson? Spanking, like other penalties which we impose for wrong-

doing, has long been under suspicion. It apparently does not teach the child to avoid that which displeases folks; it teaches him instead to avoid getting caught for this or that. (Or it teaches how to avoid the displeasures of particular persons.)

Much of the brutality that so often appears in spankings arises from the impulsiveness of the action. We are accordingly advised, "Never punish in anger." But that advice is misleading; for it means in effect that your floggings are to be carried out in cold blood. Where an old-fashioned schoolmaster or father uses that method, he must put on the air of a conscientious executioner dutifully carrying out the dictates of justice. He says solemnly, "This hurts me more than it does you!" And he asks to be believed. The child tries to believe, even when he says, "But not in the same place." But making the child believe this implies some mysterious but necessary connection between the flogging and the conduct. What is that connection?

The connection between wrongdoing and flogging can mean nothing to the child but retribution. The parent or other mentor usually undertakes to act on behalf of "Nature," or as the agent of some higher law. If eating forbidden fruit does not bring on the threatened bellyache, the parent feels that he must supplement the internal physiological processes with an external irritant. If a child assaults a stronger or more aggressive companion, we assure him that the pommeling is a just retribution. But if he assaults a weaker child, we teach him that it is wrong to abuse power by showing him how it feels to be hurt by a stronger person. What we really show him is how a stronger person acts when he is disturbed or angry.

The mentor does not say in such cases that he is annoyed because his authority has been flouted, or that he has been irritated. He says that it is necessary for the child to learn a lesson. But in the mind of the child the experience cannot mean, "Come, let us find a better way—a better way of selecting what to eat or selecting authority, a better way of dealing with those who offend us." It can mean only what it has always meant to the impulsive and unthinking organism at every level, a reaction to hurt or anger.

WHATEVER historical or "natural" justification we may find for inflicting hurt, we must sooner or later discover that there is a point beyond which flogging or spanking defeats our purpose. It is necessary for a child to learn that he cannot have his own way, and especially that he is likely to suffer if he imposes his own whims inconsiderately upon others. But it is not necessary for the parent to limit the child's education to that simple formula. The close emotional relationships within the

present-day family will not tolerate the strains of such conflicts of physical strength. This is quite apart from the questionable value of spankings for teaching the child "to know better."

We have long been trying to develop the child's feeling of self-respect by various educational methods. This is inseparable from the tacit assumptions as to the sacredness of the personality in the prevalent democratic temper. Eventually this precious child, even at an early age, comes to resent a flogging as a violation of his personality—even when it is administered by one whose authority he accepts, even when it is administered for a delinquency he is ready to acknowledge. After we have attempted to appeal to a child's "better nature" or to his "reason" we cannot revert to physical force without arousing the suspicion that we elders are acting like bullies.

NOW THAT teachers are actually learning to maintain order and to guide children's development in their joint undertakings and social relationships without relying upon the rod, there would seem to be no good reason why the family, in which the members are in more intimate relations, should regress to more primitive means of "discipline." It is true that the teacher has a public opinion to draw upon; but the parent may draw upon intimate affections, and may have also a pervading atmosphere of mutual regard and consideration. The use of physical force, whether for coercion or for penalizing, is for both the parent and the child antisocial. The parent using force must experience misgivings and a sense of guilt. The child feels abused—or comes to accept the good old rule as ultimate and inescapable. But that is just what we ostensibly seek to outgrow and transcend. For that old way runs counter to present-day ideas of human values, human personality, human relations.

We can justify our various efforts to "discipline" only by the results they bring about in the child's

attitudes and character. Accordingly, we must recognize that something more positive, more constructive, is needed than the most delicately adjusted schedule of spankings or other penalties. As in the case of physical growth and development, where medicine of one kind or another may sometimes be needed, the essential conditions are those of nourishment and experience. We have to consider what we want children to do, not merely what they are to avoid doing. And we want vastly more than skillful animal trainers can get from puppies or colts. The latter can at best become amazingly clever dogs or horses; past the stage of being "so cunning," we count on the baby's becoming in time a human person, a man or woman. This means a responsible and self-determining individual, not merely a well-trained and acceptable performer according to rules.

Even if we resolve never to "spank" a child, we shall spank often enough. It is therefore better to resolve to seek other means of control. If we used our imagination and ingenuity to find constructive activities for the boys and girls with whom we live, we should not so likely need any scheme of "discipline," any system of penalties or rewards. We shall of course use one or another device to correct children—depriving them of something, a disapproval, even a sharp slap. But we should be clear that such devices train the child neither in self-control nor in sound attitudes. At best they prevent the repetition of specific objectionable acts. As we continue to use them, we should be aware of their limitations for any positive goal; for our aim must reach beyond preventing this or that "bad" act, toward cultivating those feelings and values and purposes that will insure for the child, so far as may be, the disposition to act in accordance with the best group standards and needs.

This is the second article in the parent-teacher study course: Beginnings With Children.

MY FATHER was not given to whipping; he did it very seldom, but he did it hard when he did it at all. My mother was just the opposite. She did not whip me, but she often smacked me, and she had a most annoying habit of thumping me on the head with her thimble fingers. This I resented more than my father's thoroughgoing thrashings, and I can tell why now. I would be playing Napoleon and as I was reviewing my Old Guard, she would crack my skull with that thimble. No doubt I was in the way; it took a lot of furniture and sisters to represent properly a victorious army; and you might think as my mother did that a thimble is a small weapon. But imagine Napoleon at the height of his power, the ruler of the world on parade, getting a sharp rap on his crown from a woman's thimble. No. My father's way was more appropriate. It was hard. "I'll attend to you in the morning," he would say, and I lay awake, wondering which of my crimes he had discovered. I know what it is to be sentenced to be shot at sunrise. And it hurt, in the morning, when he was not angry but very fresh and strong. But you see, he walloped me in my own person; he never humiliated Napoleon or my knighthood.

—From *The Autobiography of Lincoln Steffens* (Harcourt, Brace and Company)

Helping Children to Health

COMMUNITY ORGANIZATION FOR HEALTH AND WELFARE

KATHARINE F. LENROOT

ADEQUATE health supervision and medical care for America's 41,000,000 children! That is the health goal of the 1940 White House Conference on Children in a Democracy.

The standard for community responsibility set by the Conference was: "When maternal and child health and medical services cannot be provided by the family, the community, state, or nation should make them available." Included under such community services were maternity, infant, and pre-school child services; school health programs; health services to youth at work; provision for the care of sick children; and correlation of all these services to insure reaching those in need.

In discussing the subject of community organization for child health and child welfare, we must realize that, first of all, the local communities cannot be set sharply apart from the state, or even from the nation. The development of new or expanded Federal and state services in recent years has greatly affected the degree to which local communities can provide for the need of their children. On the other hand, we cannot consider the community apart from the family. The Conference report recognized the primary place of the family

as the institution most directly concerned with the rearing of children. It stressed the fact that community services must be designed in large part to strengthen and supplement the resources of families and that the integrity of family life must be a basic objective of a community undertaking.

We must consider the characteristics of the American community itself before studying the nature of specific services which must be provided by the community if the health needs and special needs of children are to be met. A study by the Public Administration Service in 1931-32 showed that there are more than 175,000 governmental units for various purposes in the United States. Of these about 3,000 are counties, 20,000 are towns or townships, 127,000 are school districts, and the remainder are other units. The White House Conference report states that the present division of responsibility among local, state, and Federal governments is based not on existing needs but largely on conditions of colonial origin and pioneer days, when isolation made government and community services practicable only on a local basis. Towns, counties, and school districts as government units became the general pattern, and functions of public health, education, and relief were left for the most part to local units.

ALTHOUGH there has been some reduction in the number of school districts in recent years through the consolidation of these districts, there are still more than 120,000 separate units for school administration alone. The complexity of the situation is indicated by the report which points out that the "average area of counties varies from 334 square miles in Kentucky to 8,129 in Arizona, and that more than four-fifths of the cities, villages, and boroughs had less than 2,500 population in 1930." Yet these places often have separate authority



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over public health, relief, education, and the like. Thus we have both administrative and financial difficulties in placing full responsibility for welfare and health services upon local units.

Concretely, the statement on health and medical care for children presented to the White House Conference for discussion outlines the basic principles which should govern the division of responsibility among the different units of government in the development of a comprehensive maternal and child health program as follows:

The local community should provide maternity care, and health and medical services for children, as needed, as part of its public health responsibility, utilizing available qualified services and facilities.

The state should give leadership, financial assistance, specialized service, and supervision in the development of local services, and should be responsible for setting standards of care and service acceptable on a state-wide basis.

The Federal government should assist states through financial support, research, and consultation service, and should be responsible for setting standards of care and service acceptable on a nation-wide basis.

LET US consider briefly the types of service that should be available within communities. If medical and health services for children are to be adequate, there is urgent need for general expansion of basic health services for the community. And let me emphasize here that children in rural areas and in cities have the same basic needs, and the same services must be available to them if these needs are to be met, although the form of organization and the manner in which services are rendered may differ in many respects, in part upon the basis of size of com-

WHY do nearly 91,000 children in the United States die each year from diseases which are preventable or curable by modern science?

Why do from 400,000 to 500,000 young people under twenty-one remain crippled or handicapped by disease who might be helped or cured by treatment?

Why do several million school children still have defective vision which glasses would correct? A million and a half, impaired hearing? At least two-thirds, dental caries? And mental health facilities so meager?

Why do some 10,000 mothers die each year from conditions directly due to pregnancy and childbirth?

Some possible solution to these and kindred problems is presented in this article, the seventh in a series based upon the findings of the White House Conference on Children in a Democracy.

munity and character of population—whether urban or rural.

The health of the child depends to a very considerable extent on the health of the parents and other members of the household, according to the Conference report on health and medical care. If social, health, and medical services for children, and women during maternity, are to be

most effectively organized and carried out, there must exist in the appropriate area—city, county, or district—a satisfactory organization of general public health services under the leadership of a qualified health officer who gives his full time to the duties of his position and is assisted by other health workers. These include workers in the field of child health, appropriate in number and training to the size, type, and needs of the community.

ALTHOUGH great progress has been made under the Social Security Act in developing county and district health departments, according to the Conference report, it is pointed out that today less than one-half of all counties and an even smaller proportion of cities are under full-time health service with a minimum staff of health officer, public health nurses, sanitary officer, and clerks.



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It is emphasized that to be effective, health services must be supplemented with facilities and services for the care of the sick. In many communities, the report continues, and especially in smaller cities and rural areas, such facilities and services are inadequate or even lacking in certain respects, and organization for the medical and hospital care of persons unable to provide such care is poor.

Unfortunately, in the small cities and rural areas the child health conference, or a prenatal clinic to which parents may go for advice and health supervision, is still relatively rare. In June, 1938, of 2,451 rural counties, only 26 per cent were reported to have a child health center, and only 14 per cent a prenatal clinic.

SERVICES which should be available to all children and to all mothers during maternity, as recommended in the Conference report, include comprehensive provision for maternity care and care of newborn infants. This includes prenatal care, care at delivery by a qualified physician aided by a nurse trained in experience in delivery nursing care, and hospital care as necessary, with post partum medical and nursing care, supervision of nutrition of the nursing mother, and medical and nursing supervision of the newborn infant.

For infants and children it is recommended that health supervision and care should be available at stated intervals throughout the period of growth and development, in the home, child health conference, school, clinic, or physician's office. Such supervision should include services by qualified local physicians, public health nursing, nutritional care, child guidance; and social services in homes, in child health conferences, and in schools; preventive dentistry for children of preschool and school age by qualified dentists, and a program of health instruction in schools and parent education. Moreover, medical care for sick children and hospital care as necessary are a part of the program.

Important economic questions are involved in the provision of universally available health and medical care for mothers and children. Concerning them the White House Conference says:

In order to safeguard the health of children, preventive and curative medical care should be made available to all members of families in all sections of the country, rural as well as urban. In this it is assumed that there is a considerable proportion of the population able to obtain the necessary medical service. Another and larger section of the population, however, consists of families below the economic level at which it is reasonably possible to budget the varying costs of illness without imposing a burden on the family budget, that will interfere with the provision of other essentials for the family's health and welfare.

For these there should be made available adequately supervised medical care through a program or programs financed by general tax funds, by insurance contributions from beneficiaries and government, or by such combination as may be best suited to local conditions.

Basic public health and maternal and child health services, which have received great impetus in the last five years under the Social Security Act, should be conserved and extended as necessary to assure that the lives and health of mothers and children will not be needlessly sacrificed for want of health supervision and medical service.

Happily, during the past decade there has been outstanding progress in the field of child health. Maternal and infant mortality statistics showing a lowered death rate graphically tell the story of progress. Let us look at the maternal and infant mortality statistics for 1938 issued by the United States Bureau of the Census. The maternal mortality rate for the year was 43.5 per 10,000 live births, while the infant mortality was 51.0 per 1,000 live births—the lowest maternal and infant mortality rates on record for the United States.

Much greater gains in maternal and infant mortality reduction and in the promotion of health of mothers and children can be made. The maternal death rate could be reduced by at least 50 per cent if good care during maternity were everywhere available. At least one-third of the babies who die could be saved. Measures for reducing the death rate among the new-born, especially the premature, hold particular promise.

THE WHITE HOUSE Conference on Children in a Democracy looks to those who will carry on state and local follow-up programs to keep steadily before the American people the ways in which democracy must serve its children if they are in turn to preserve democracy. In the Recommendations for a Follow-up Program adopted by the Conference it was recognized that state-wide follow-up activities are of major importance. Responsibility for national leadership in the follow-up program was placed in a National Citizens Committee and a Federal Inter-agency Committee. The former is non-governmental in character, representing national organizations that have participated in the work of the Conference, while the latter includes representatives of Federal agencies participating in Conference activities.

State programs should be planned for a period covering several years and within a broad framework in which specific objectives will be defined and ranked according to priority. The task before us is a challenge to every organization, official and voluntary, concerned with the welfare of children and to every citizen of every community, large or small.

Projects and Purposes

BY NATIONAL CHAIRMEN

EQUAL OPPORTUNITY for active, understandingly intelligent participation in civic life should be the aim of parents and teachers for all children.

The tools with which each child should be equipped are (1) understanding of the structure and administration of a democratic government and of how this has been developed, (2) certain skills necessary to intelligent participation, such as how to vote, how to conduct meetings open to discussion and expression of differences of opinion in a democratic way, and how to employ socially acceptable methods for obtaining cooperation, and (3) attitudes toward tolerance, cooperation, the dignity of personality—democracy, in a word.

The placing of these tools in the hands of each and every child is the responsibility of home and school. The P. T. A. has the opportunity of seeing that our educational system includes equal opportunity for the development of these tools. Participation in school governments, in discussions and other activities, should be enlarged to include especially those who because of economic insecurity might be thoughtlessly forced into the background—those who are in peculiar need of such training. The organization should, through its study courses, help to instill the necessary attitudes in the parents in order that these attitudes may be manifest in the home life of the children at all economic levels. Equality of opportunity for the development of “tools of citizenship” may thus be developed. The P. T. A. holds a significant position for doing just this service.

KATE P. MABREY, *Citizenship*

THE WORD “equality” as applied to government and civic affairs does not mean equal natural endowment or capacity; these only the Creator can control. It does mean equal justice, equal opportunity, equal right to make one’s own decisions without coercion. Only under a democratic form of government are these rights guaranteed. And only through active participation in government by all men and women who seek the bless-

ings of equality can equality itself be maintained.

The preservation for tomorrow’s children of the measure of equality enjoyed by the parents and teachers of today and yesterday depends solely upon the vision, wisdom, courage, persistence, and self-sacrifice with which the present challenge—a challenge unequalled for more than two thousand years—is met.

Democracy is dynamic, not static. When the right of participation in government is neglected or abridged, opportunities for change and growth disappear, equality vanishes, dictators assume power, and revolutions result. Are not such breakdowns of democracy *prima facie* evidence of the failure of citizens to vote intelligently, to demand enforcement of the law, and to participate actively at local, state, and national levels in educational and legislative programs conducive to equality?

Legislation is an indispensable vehicle for the transmittal of our heritage of free government.

MARY T. BANNERMAN, *Legislation*

THE PROBLEM of giving to every child equality of opportunity in character and spiritual development is very difficult, but if democracy is to be preserved there must be a renewal of spiritual living.

The goal must be an equal opportunity for every child to be trained in spiritual values, to attain some form of religious belief, and to develop those distinctive qualities of character which will enable him to face life with confidence and deal with its problems adequately.

Since character education begins at birth and spiritual training as soon as the child can follow the example of those about him, the home is the first and most important field of operation. Too often the home fails, and, long before the child goes out into the community where society can exert an influence, he forms undesirable habits of thought and action likely to persist through life.

The public school is the sign and symbol of equality, for here the underprivileged poor, the underprivileged rich, and those comfortably in between, meet on common ground. The school,

IN THE second series devoted to parent-teacher “Projects and Purposes,” the National Chairmen discuss their committee work in terms of its relationship to themes selected by the Special Committee to Correlate Parent-Teacher Activities for Promoting Democracy. “Equality” is this month’s theme. Next month’s theme: “The Bill of Rights.”

then, has a tremendous responsibility to make character education a part of its curriculum, and teachers may find many opportunities to give personal guidance which will lead the student to spiritual experiences and will supplement or even take the place of home guidance when it is lacking.

The parent-teacher association has indeed a unique function, for it is closer to the child than any other group; and it represents a cross section of society so that every member has an equal chance to study, to confer, and to act for the welfare of every child in the community.

BESSIE R. WHITE

Character and Spiritual Education

FROM RECENT studies conducted in the field of child psychology alone, one draws the inescapable conclusion that mental and social development is conditioned more by education than by any other factor in the child's life. Education takes the raw material of human life and develops it into intelligent citizenship. This is of special significance in a democracy, where equal educational opportunities based upon our highly prized equality of human rights are available to all children.

If there are permitted to exist in America today inequalities in educational opportunity, there will also exist inequalities in understanding of democratic processes and democratic obligations, including those to family, community, and school. It is hardly to be expected that all of the handicaps due to poverty, to prejudice, or to provincial outlook on the part of those in authority will be overcome. But they can be greatly reduced, and they must be if our cherished form of government is to endure and be strong.

The parent-teacher association aims at giving each child equal opportunity to develop to the fullest his mental, physical, and spiritual self. Only by so doing can we hope to achieve an America where equality among all children exists as truly in practice as it does in theory.

CHARL O. WILLIAMS
School Education

EQUALITY of opportunity in work, play, love, worship, and service—it is in these areas that equality of opportunity is simplest and richest in by-products for human happiness.

An Italian grandmother, a small Russian immigrant, a partially paralyzed lad of eighteen, an elderly couple, found it so. Listen to their stories.

The Italian grandmother of an "Americanized" household had been relegated to her little sphere beside the fireplace—loved and respected but "old-fashioned." It so happened that the newly forming symphony orchestra in the near-by school center needed a harpist. Grandmother had been a harpist

in the old country and grandson remembered her telling him. Word was relayed to the conductor, and grandmother persuaded to bring out her harp and come to the aid of the orchestra. Her "un-American" ways forgotten, she became one of the neighborhood heroines and the pride of her clan.

The small Russian boy had been but three months in this country, fresh from persecutions at home. Unfamiliar with the language and the customs, he was the butt of much teasing at a summer camp. One day he started to fight back in the only way he knew, with his penknife. The wise leader of the camp told him that in this country we did not do such things—rather, we tried to do kind things for people. It was a new concept. He drew himself up proudly: "No longer will I draw the knife on peoples. Rather will I make baskets for them with flowers to up-fill." He set to work making the loveliest flower baskets, one for each table, soon becoming the center of a crowd of envious and interested camp mates, later teaching them, too, how to weave baskets. His life and theirs became happier and richer.

The eighteen-year-old wheeled around the playground in his chair, looking with longing at the athletes. There wasn't much he could do except make airplane models—amazingly successful ones, though. The playground season was closing. The athletes were doing their best, but it seemed doubtful whether they could win the city banner for their playground. The final day of summing up points for the award came, and it was found that points won by the crippled boy's airplanes carried them over the line to victory. The athletes made a rush for him, took him out of his chair onto their shoulders, and he became the hero of the great mob of boys and girls. He too had found equality in recreation.

Though in their early seventies, the little old couple were spry, interested in life; but they had little to do except tend their garden and rock on the front porch. One evening they were invited to an hour of social recreation and folk dancing at the Town Hall. They thought they would just look on, but when the folk dancing started, with "Pop Goes the Weasel," a leader and an assistant took the elderly couple as partners for the dance. Placid eyes sparkled, feet that had long been strangers to dancing responded to enthusiasm. They danced not only that evening but week after week, the years falling away; a new sense of belonging and being became theirs. Life was an adventure still.

Thus we see that recreation is too valuable a vehicle for not only equality but many other approaches to life's richness to be neglected. May we above all in these times push it forward according to our best ability.

J. W. FAUST, *Recreation*



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Sheep in McGuffey's Third

A. L. CRABB

THEY ARE "discontinuing" the school at Plum Springs at the end of this year. There is sadness in the thought. There aren't, to be sure, many children in the Plum Springs country today, and the schoolhouse is going fast. It has so many yesterdays and so little repair, too much past and too little paint. And the new consolidated school at Bristow is better equipped and the children will be better taught. They won't get as cold on a December day, and the seats won't strain their bodies as much (though, as a matter of fact, it never once occurred to us that those battle-scarred benches of old Plum Springs involved some bodily wear and tear), and from every standpoint they will be better off at Bristow. But, somehow, I wonder. I wonder, for instance, whether at Bristow they will ever win as flaming a triumph as was ours that time when luck, diplomacy, ingenuity, and audacity all combined to win for Eli McDaniel victory over McGuffey's Third Reader.

In those days the Reader was the unit. You were "in the Fourth Reader," or "in the Fifth Reader." The "Grade" entered the professional idiom of Plum Springs later. Plum Springs was, as far as I know, the Appomattox at which McGuffey's Readers yielded to the pedagogical New

Deal. I know personally that the new century was off to a good start before the McGuffey Readers were stacked back in the archives of Plum Springs homes, and an interloper with orange backs took their place.

Eli was a problem pupil, though that wasn't what they called him then. He simply couldn't learn to read. He knew more about farming than any boy in school. He knew when and how to sow tobacco seed, or plant corn, or harvest hay. He could handle a well horse with great skill, or a sick one with all the effect of a veterinarian. But his great passion was sheep. He loved sheep with a fierce fervor that must have come down to him from his forebears who tended sheep among the Scottish Grampian Hills. But for Eli a page of McGuffey's Third Reader was as one with the personal records of Rameses Second. Eli, as a student, wasn't a credit to Plum Springs. There was no denying that. His arithmetic was bad, his spelling was worse, and his reading hadn't the slightest association with his understanding. No one ever knew how Eli got as far along as the Third Reader. Eli himself didn't know. He said to me one day, "I got no business here, I ought to be home with my sheep."

Mr. Stone, the teacher, didn't know how Eli had

ever reached the Third Reader, but he had made up his mind that as far as he was concerned Eli's father wouldn't be put to the expense of a Fourth Reader; the Third would continue to serve—permanently, as far as Mr. Stone could see.

BUT THE word went about that Eli's father wanted and expected his son to pass into the Fourth Reader, and Old Man Bill McDaniel wasn't a man to dally with idle expectations. He wasn't nearly as old as the conventional "Old Man" in his name suggested. He wore long black whiskers, and usually top boots. He was a gloomy man and talked very little. But he had a look in his eyes that was a trifle alarming; in his younger days he had been considered "dangerous."

"Eli comes to school every day," he said to Mr. Gray, the blacksmith, "he studies at home, and he behaves hisself. He's just natchelly going to pass that Reader."

One afternoon John Horsley, Oscar Keller, Claude Lowe, Harry Vernon, Frank Spalding, and I stopped at the blacksmith shop on the way home. Mr. Gray stopped wielding a bellows handle, placed his big hands upon his bigger hips, as was his custom, and looked us over.

"You boys got to get Eli McDaniel out of the Third Reader or there's going to be trouble."

"What can we do?" I asked.

"They send you to school so you can learn to think up things to do. You do something or there'll be trouble. And that would be bad for business," he said with a wry smile. "If we ever had bad trouble here people would take to carrying their mules to Sand Hill for shoeing. The last day is a week from day after tomorrow. You do something to get Eli out of the Third Reader."

"Lessons are out now. We are practicing for the last day."

"There mightn't be a last day unless Eli gets through that Third Reader. You boys got to do something. Mr. Stone hasn't got no right to get Old Man Bill all riled up. If he gets unhappy he's just as like to bite a leg off'n Mr. Stone. You boys got to do something."

"If Mr. Stone has set his head to keep Eli in the Third Reader there isn't anything we can do, is there?"

"Sometimes I think he has got a hickory knot where his head ought to be, but you boys ain't worth your salt if you can't do something. Now, hit the road. I got work to do."

It was cold that day, but we stopped at the Sycamore Tree to discuss ways and means.

"Old Man Bill gives me the creeps," said Oscar Keller. "You don't suppose he'd kill Mr. Stone, do you?"

"He might," said Frank Spalding. "Wonder if

we couldn't think up something like Mr. Gray said."

Said I with labored sarcasm, "We might try teaching Eli to read."

"You try it," said Oscar. "We'll let you. You thought it up."

"There is just one thing in the world that Eli could ever learn to read about," affirmed Harry Vernon.

"Huh? What's that?"

"Sheep! If Eli ever found out the reading was about sheep he'd learn it."

"Maybe there's a sheep in the Third Reader. Is there, Alfred?"

My mind raced furiously. "Yes, there is. It's on page 42 and it is about a boy who was watching his sheep. It must have been out west somewhere for there was a lot of wolves around, only there weren't any that day and this boy thought he could have a lot of fun by yelling that the wolves were eating his sheep up and—"

"Oh, I remember now," said Harry Vernon. "Only one day the wolves came sure enough."

"Yes, and ate the lamb he loved best, 'cause the neighbors thought he was fooling again. Yes, sir, I bet Eli could learn to read that if somebody told him beforehand it was about sheep."

"Even if he could, what good would it do? We aren't having any more lessons. How'd Mr. Stone ever find out that he could read it?"

"That's so. But it seemed like a good idea."

"It is a good idea," said Frank Spalding. "Maybe if we talked to Mr. Stone about Eli he'd listen."

"Let's see him tomorrow."

AS LUCK would have it, when I reached home who was there but Old Man Bill McDaniel, come to buy a calf from my father. He was talking to my father at the Big Gate, and there I was drawn as by magic. Old Man Bill grunted at me. "You go to the school." It might have been a question or a statement but I nodded. "You know my boy Eli?" I nodded.

"He's a-goin' to pass out of the Third Reader this year." His voice was harsh and his eyes glinted. Then he turned to my father and took up the matter of the calf. That night I dreamed that Mr. Stone was lying by his desk dead.

We went to see Mr. Stone at recess the next day.

"Mr. Stone, we want to talk about Eli."

"Eli? What about Eli?"

"We want him to pass the Third Reader." Mr. Stone's jaw set.

"But he can't read."

"Maybe he's just scared," suggested Frank.

"I think he's timid," said I.

"Yes, that's what it is," said Harry Vernon, very positively, "he's timid."

"Then he's been timid every time he's tried to read this year."

"But, Mr. Stone," I urged, "maybe he's got over that now. Can't you give him another chance?"

"I heard Old Man Bill has been making threats. If I let Eli try again folks would think I was scared of him."

"Shucks," lied Harry Vernon, "Old Man Bill never heard of it. He don't care what Eli does at school just so he takes care of the stock at home."

"I don't want to keep Eli in the Third Reader. I don't suppose he'd do any better next year. But what can I do? He can't read, and if a scholar can't read, why he can't—"

Frank stopped him. "Maybe he can read better than we think. Please try him again."

Mr. Stone's every impulse was to be fair. "All right, but I don't think it will do any good."

"It might," said Frank. "Maybe he has sort of got over being scared by now."

Mr. Stone told Frank and me to take whatever time we needed to coach Eli. If we could achieve in him any improvement he'd do his part to put Eli forward in the world of culture.

FRANK AND I cornered Eli while he was sitting on an oak stump eating his lunch. He started a baked sweet potato on the journey to his mouth but held the movement in abeyance when he saw we were in earnest about something.

"Eli," said Frank, "we are going over to Bud Lewis' cabin on a little trip. Mr. Stone said we could. Get your Third Reader and let's go."

"What you fellers mean? I ain't a-goin' to that old cabin of Bud Lewis'!"

"Oh, yes, you are." I knew the adventure thrillers of the day even as I knew my Mc-

Guffey. "Eli, you are in the presence of desperate men who will stop at nothing. Get that Third Reader."

"Eli," said Frank, "you haven't learned to read hardly at all. Mr. Stone is going to keep you in the Third Reader."

"I know it. I don't blame him. I wouldn't care much if it wasn't for Pa."

"Mr. Stone is going to try you again next Tuesday. Maybe we can help you. We're going to Bud Lewis' cabin. We can build a fire there and rassle with that reading book till sundown."

"I ain't a-goin'," said Eli. Frank Spalding was a hulking giant and I was no weakling. We took Eli each by an arm.

"Want to go peaceful like, or shall we drag you by an ear?"

Eli had a certain reserve of good humor. He smiled. "I'll go."

It didn't take long for us to get to the cabin and raise enough fire to keep off the December chill.

"Eli," said I tentatively, "you like sheep?"

"There ain't anything in the Reader about sheep."

"Yes, there is."

"I didn't see it, but then, I don't understand much I read. I know some of the words but they don't make any sense. When you read a piece does it tell you something sure enough, something you understand?"

"Yes, most of the time."

"Where's that piece about sheep?"

I showed him.

"Read it to him," said Frank. I read it with all the expression I could put into it. Eli listened intently.

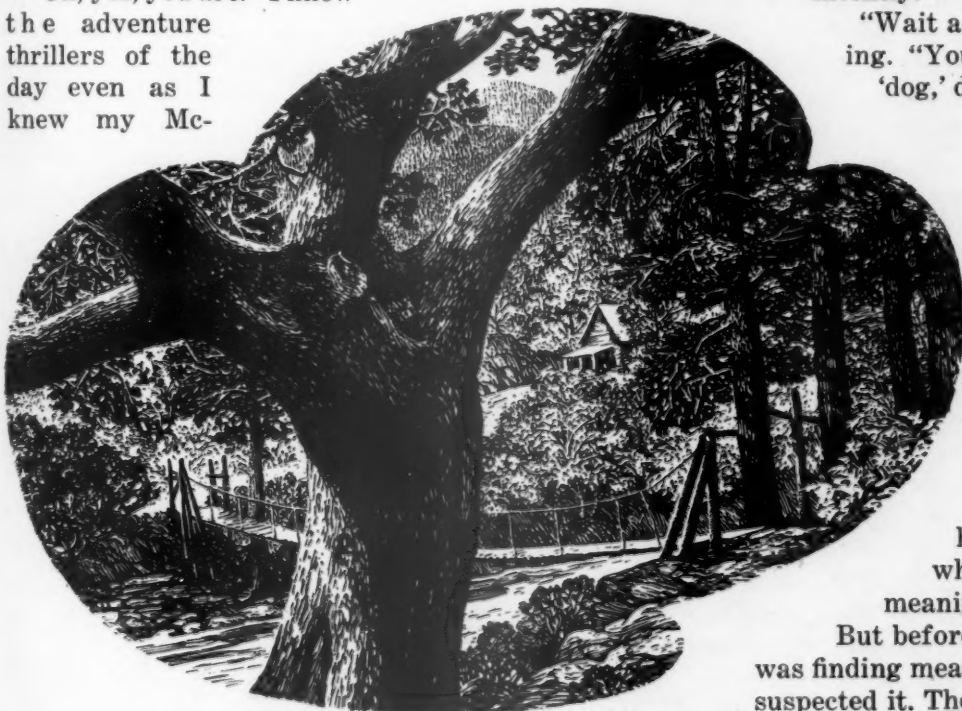
"Wait a minute," said Eli interrupting. "You read it 'wolf.' You meant 'dog,' didn't you?"

"No, no, Eli. This is about some other place, where wolves kill the sheep. Maybe Kansas, I don't know."

"The only thing that bothers sheep around here is dogs. Let's hear the rest of it."

I read it through twice. "I could learn to read that," said Eli. And he did. Some of the words he knew to begin with, words which he sometimes used with meaning, yet read entirely without.

But before that first session closed, Eli was finding meaning where before he had not suspected it. There had been a very beautiful



and equitable reversal. For years Eli had led his sheep. Sheep were now leading Eli.

The next morning Eli said, "I learned some more of it last night. Pa was right proud." Before we had finished that afternoon, Eli McDaniel could read "The Wolf" from *A boy was once taking care of some sheep to Then he felt very sorry that he had deceived his friends and neighbors, and grieved over the loss of his pet lamb*. He really could read it. And then he compounded our surprise and gratification by inquiring if there were not other pieces in the Reader about sheep. Frank told him there was not, but I, who knew McGuffey as Kieran knows Shakespeare, broke in—

"There is one that isn't about sheep but it is about another boy who was tending sheep, only he was a different sort of boy. The title is 'The Contented Boy.'"

"Show it to me," said Eli.

WE MET in the cabin Saturday and lent our joint labors to "The Contented Boy." Eli learned to read that story, too. I believe now that Eli could have learned to read any story if only it could have been revealed to him that it was about something.

"Eli," said Frank, and excitement and suspense commingled in his tones, "Eli, you are going out of the Third Reader. But you got to do your best. You read both of these stories a thousand times before you come back to school Monday." I think Eli took him at his word. Frank and I tried him out before Mr. Stone rang the morning bell. He could read them. "Pa is right proud of my reading," he said simply. Pa's pride would hardly, at its best, have matched ours. We told the other boys, and the pride spread. Then Harry Vernon had a dismal thought.

"How do you know Mr. Stone will pick either one of those pieces for Eli to read when he gives him another chance?" We didn't, and it was very disquieting. Oscar Keller, however, was a born optimist.

"Can't Eli pick any piece he wants to?"

"Not if Mr. Stone gets his head set on another one."

"We can't teach him everything in the Third Reader," said Harry Vernon. Frank's eyes looked up and met mine. *We!* It was Frank, a natural strategist, who became creative. His plan sounded good. We elected it. But if it failed Eli was out of luck. Old Man Bill would stop being proud, and the people of the section maybe would start carrying their mules to Sand Hill for shoeing.

That afternoon at recess Mr. Stone played town-ball with the boys. Frank and I went into the schoolhouse and rummaged among Mr. Stone's books until we found his desk copy of McGuffey's Third Reader. Then we creased and sprung the

binding until the book when lifted from the desk opened naturally either at page 42, or page 151, or both. Those were the pages on which the two stories began. We were so pleased with the arrangement that we didn't see how it could fail. Mr. Gray, however, didn't share our entire optimism.

"If Mr. Stone finds out you've played a trick on him, Eli won't be the only one who will be using the same Reader next year. Old Man Bill passed here this morning. He didn't stop but he looked meaner'n a pizen snake. You get Eli out of that Reader or there's a-goin' to be trouble."

TUESDAY MORNING, the suspense was terrible. Mr. Stone was going to hear Eli read when we finished our lunches. And he invited to be present the committee which had asked him to give Eli another chance. I nibbled at my lunch a bit, but that was all. Harry Vernon didn't open his lunch bucket, and out of the corner of my eye I saw Frank take a dried-apple pie out of his basket and then put it back untasted. We heard Mr. Stone's voice calling us and we trooped in.

Mr. Stone said simply: "Eli, your schoolmates have asked me to give you another chance. I would like to pass you to the Fourth Reader, and if you have made some real improvement I'll do it. I certainly would like to." Mr. Stone placed his hand casually upon the Third Reader, and without moving the book or even looking at it his forefinger sought at random for a page. Frank's horrified glance met mine. The other boys stood paralyzed. I watched as one hypnotized that finger as it crept between two pages. Slowly, the book opened. It opened at the poem "We Are Seven." In the gross but eloquent phraseology of later times, it would better have been "We Are Sunk."

"All right, Eli," said Mr. Stone cheerfully, and handed Eli the book. It was Frank Spalding, the strategist, who arose to the crisis. He had quietly faded back to one of the rear windows.

"Oh, Mr. Stone," he called, "come here. Aren't those boys fighting?" Fighting was, in those days of the long ago, considered very bad at Plum Springs. Mr. Stone dropped the Third Reader on the desk and hurriedly joined Frank. He surveyed activities on the terrain.

"No, they're just playing, but they oughtn't be so rough."

I caught my cue and handed Eli the book open at "The Wolf." Mr. Stone came back to the desk.

"You want me to read?" Eli inquired timidly.

"Yes, go ahead."

And Eli went ahead. *A boy was once taking care of some sheep not far from a forest*. His voice was low but clear and firm and there was an overtone of triumph in it. Mr. Stone pulled himself up in his chair and leaned forward. He kept pulling

himself up all through Eli's reading until when Eli came to

*The truth itself is not believed.
From one who often has deceived—*

he was sitting rigidly erect. He looked at Eli, then at Frank and me, then back to Eli. There was suspicion in his eyes.

"Eli McDaniel, you have memorized that piece, haven't you?"

"No sir, he hasn't," Frank answered before Eli could summon up the words. "Eli, read Mr. Stone another piece." Eli looked at Mr. Stone and he nodded. The book fell open at page 151, and Eli read "The Contented Boy" through from beginning to end. When he finished, the clock on the wall ticked off seconds against a background of complete silence. Then Mr. Stone spoke.

"Eli, tell your father he can buy you a Fourth Reader any time he wants to." He held Frank and me back a moment when the others had left.

"I don't know how you did it, but any time you want my job it's yours."

FRIDAY WAS the last day and the neighborhood gathered in for the exercises. We had nothing grand that year—that is, nothing except Eli's promotion to the Fourth Reader. Word had gone out of the miracle that had happened. Mr. Gray had seen to that. We had some recitations and a few little songs, and Annchester Drake gave a spirited reading of "Lord Ullin's Daughter," but those weren't what the audience was waiting for.

When all of the numbers on the program had quieted into silence Mr. Stone stood, lifted his record book from the desk and announced that he would read the promotions for next year. When he came to, "Eli McDaniel promoted from the Third to the Fourth Reader," the audience found what it had been waiting for. It cheered and cheered and cheered. On the bench next to the last sat a black-bearded man with strangely lighted eyes. Without shifting the tempo of my hand clapping I stole a surreptitious look at Old Man Bill McDaniel. More than one tear was visible on the area of his face between his eyes and his beard, and while I looked a forefinger came up and pushed the tears aside. Everything was all right, quite all right. Mr. Gray would continue shoeing the mules of Plum Springs.

There is, I think, a little more that should be told. That was Mr. Stone's last session of teaching. He moved to town, opened a grocery store, flourished in it, and in due course died, substantial and respected.

And as for Eli. It would be nice to tell you that from that start in Bud Lewis' cabin his learn-

ing grew as a green bay tree, and that presently he became president of the college. Or would it? But the story I have to tell doesn't fall that kindly into the routines of the heroes of childhood classics. That was Eli's last day in school. He and his father decided that it henceforth would be better for Eli to deal with sheep in the pasture than on the page.

LAST SUMMER I was driving in a section of Kentucky which, though not distant from Plum Springs, was new to me. The road was smooth, the fences upstanding, the ground fertile, and the barns and houses good. My eyes casually caught the lettering on a roadside mailbox

ELI McDANIEL

"Whoa," I said to the brakes, and so slowed to a stop. The field on my right was literally covered with sheep—healthy, hearty, happy sheep. They were everywhere. And there not fifty yards away was Eli, talking lovingly to a bunch of prime lambs. I hadn't seen Eli in twenty-five years, nor thought of him in five, but there could be no doubt. It was Eli.

"Come here," I yelled. He heard me above the baaing of the sheep and came down to the fence. Then he recognized me.

"Hello, Alfred."

"Hello, Eli. Doing any reading lately?"

"Yes, I read the *Courier-Journal* every day, that is, the sheep quotations."

"You've always found it interesting to read about sheep, haven't you, Eli?" Eli smiled.

"Sheep," said he, "make reading a lot easier."

And the more I think about it the more I think Eli had something there.



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Editorial

BUT NOT WITHOUT HEALTH

LAST YEAR, the National Congress of Parents and Teachers through its Summer Round-Up campaign made possible a thorough physical examination for over 120,000 children of preschool age. In addition, thousands of tuberculosis tests were given to high-school youth through cooperation of parent-teacher groups. In many localities a careful health check-up for children in elementary school was made possible by parent-teacher effort. And still, we are aware that literally millions of children in our country went through the school year with physical defects serious enough to retard progress in school and greatly impair their chances for happy, successful living. Yet nothing was done about it.

Last year, and for at least twenty years previously, parent-teacher associations served millions of hot lunches for school children unable to go home for a nourishing luncheon. And still, we know that hundreds of thousands of children in our bounteous land ate cold, unappetizing sandwiches every noon throughout the school year, if indeed they had any luncheon worth mentioning.

Last year, too, parent-teacher associations were instrumental in maintaining child guidance clinics in many cities and towns, bringing new light into the lives of thousands of children whose outlook was shadowed by the threat of punishment for behavior for which they were not to blame. Coordinating councils, parent-teacher welfare committees, youth advisory committees shared in offering opportunity for improved mental and emotional health for children of all ages and under all circumstances. But the field is hardly touched. Hundreds of thousands of children and youth are living in the insecurity of mental ill health and emotional stress, holding a distorted outlook made up of jealousies, hates, and fears, too often engendered by disagreeing parents, autocratic, undemocratic homes, or broken homes—all because adults have not learned the laws of child growth and child care.

HEALTH is more than freedom from disease. It is release from all physical and emotional handicaps; it is a complete balance of personality and the resulting buoyancy of attitude toward life and living. It is worth all effort to achieve and is a heritage all children deserve.

Through local parent-teacher units, the Congress has established definite health projects and has consistently promoted health information because its leadership has long realized that failure of all other projects is inevitable unless we have health.

Now we have entered a great national crisis which demands and will continue to demand unusual effort from all people—which can be met only if we can conserve the nation's health. No amount of medical care nor community health service can be completely effective, however, unless the people are possessed of an ideal, a desire for health. How shall that ideal be established?

THE parent-teacher associations hold a particularly strategic position. They are able to work jointly with the one American institution which reaches all children, the one American institution which is, by law, an influence in the lives of all children—the public school. By reason of this relationship, they are able to establish contact with the homes and the parents of all school children. Thus the P.T.A. becomes the organization which, above all other social agencies, has an opportunity, cooperating with the public school, to build an idealism for positive health among the people of our nation.

If the present health needs of American children are great, and they are as revealed by the recent White House Conference, it is perhaps because not enough of us have had the courage to face the problem realistically. Possibly there has been insufficient cooperation with other agencies concerned about health. Possibly parents generally are indifferent to existing conditions which affect the health of both children and adults. Possibly they are unaware of health services which are now available. Whatever the cause may be, it is clearly evident that there is much work for us to do. Through channels open to us and material available to us, we can bring to parents of school children a view of the existing health situation, and likewise make known the health facilities which are now available as well as the unfulfilled needs which are possible of fulfillment. We can become, in fact, the medium through which the public may be awakened to the value of health in our national life.

—ANNA H. HAYES

Citizenship Can Be Taught

G. L. MAXWELL

THERE ARE two ways to keep a boy from losing his life by drowning. One way is never to let him go into deep water. That way is effective as long as you can control all the circumstances of the boy's life. But an unexpected flood or wreck or other accident may plunge him into deep water in spite of all you can do to prevent it. The other way is to teach him to swim well. Then he has a fair chance to take care of himself, no matter what may happen to him. Most wise parents nowadays see to it that their sons and daughters learn how to swim.

There are two ways to keep a boy from losing the precious heritage of citizenship in a free, democratic nation. One way is never to let him go near any institution, person, or idea that is undemocratic. That way would be effective, if it were practicable—but of course it is as futile as King Canute's attempts to control the waves of the ocean. The other way is to teach him to become expert in the understanding and practice of democratic citizenship. Then he has a fair chance to take care of himself, no matter how sorely beset he may be by "isms," including even that vicious trio of native-born "isms"—scepticism, cynicism, and defeatism. Most wise parents today want their sons and daughters to learn how to be effective citizens of our democratic nation.

Who is going to teach boys and girls how to be good citizens of the American democracy? That is not as simple as teaching them to swim. Indeed, it is the most difficult educational task that any people has ever undertaken. By comparison it is a simple matter for the autocratic rulers of Russia, Germany, and Italy to teach their youth to be obedient followers. It is hard to teach people to think for themselves, to search for facts, to weigh conflicting view-

points, and to make sound judgments. It has always been hard to do this, but the task is more difficult in this day when public questions are intricate and perplexing beyond all precedent.

YES, THE job is a hard one, but it can be done, if every agency of education applies its efforts to the task. Much can be accomplished in the home. Children are profoundly affected by the attitudes of their parents toward government and public issues and by their parents' examples in the practice of citizenship. The family dinner table is potentially one of the most influential agencies of civic education. Agencies of government can do something, too, especially if they help young people to look on government and public life as deserving of the best efforts of the ablest people.

The main job, however, of educating boys and



girls for democratic citizenship falls to those agencies whose unique functions are educational—namely, the schools. It is fitting, therefore, that citizens inquire whether the schools are adequate to this task. Do our educators know how to develop young citizens who are willing to assume their share of civic responsibility, who are alert to the issues of the day, who are skilled in the use of democratic methods, and who are deeply loyal to the fundamental ideals of American democracy?

An inquiry of this sort was made last year by the Educational Policies Commission. Members of the Commission's staff visited ninety high schools in all parts of the nation and observed the best practices in citizenship education which they could find. A full report of these observations has just been published by the Commission, under the title *Learning the Ways of Democracy*. This report strongly supports the conviction that *democratic citizenship can be taught*, and that the American schools, collectively, know how to do a good job of citizenship education.

To be sure, few if any schools as yet have comprehensive programs of civic education. One school is notable for its courses of study on contemporary problems and the history of American democracy. Another may have superior classroom teaching. A third has an excellent program of student activities. A fourth is outstanding for its success in giving to students the experience of working on real problems in the community. Yet another is remarkable for the thoroughly democratic character of its administration. If all these good practices were found in a single school, that school would be an effective agency for developing responsible citizens of a free nation.

IN THE remainder of this article, I shall draw upon the Educational Policies Commission's report and attempt to give a composite picture of an American high school which is directing many of its activities toward the single goal of democratic citizenship. This will be a true pic-

SUPPOSE one school were singled out as being an ideal laboratory for democratic living, to what practices would this school subscribe? What activities would the students engage in? What would the curriculum be like? In this article, the second in a series built around the recent findings of the Educational Policies Commission, may be found a composite picture of such a school, a picture based upon actual observation of democratic citizenship as it is being practiced in many high schools in the nation. Throughout this series, citizenship education is presented as a cooperative process: recognition is accorded the public school as a leader in teaching the ways of democracy, but emphasis is also placed upon the important influences of home and community in helping children and youth to learn and to practice them wisely and efficiently in home, school, and the out-of-school world.

elective course in sex education. The ensuing discussion led far into an examination of the nature of public opinion and of the relations between the school and its community.

IN CLASSROOMS, students and teachers are accustomed to plan their work together, and they give considerable attention to improving the efficiency of their planning—for they know that a democracy must be efficient to survive in a fiercely competitive world. After they have mastered the techniques of cooperative planning, they find that they cover more ground and learn more than their friends in another school who follow a prepared course of study.

Any subject may be discussed in a classroom, when it is pertinent to the work planned for the day, and any point of view is entitled to a fair hearing. A statement may be challenged, and the person who made it may be called upon to produce supporting evidence; but no opinion will be ruled out or held up to scorn. When the staff visited this school, the students in one class were discussing the civil liberties of members of several minority groups which are unpopular among the adults of the community. All the students but two were defending the civil rights of these minority groups, although not one of the discussants came from such a group.

Indeed, students feel so deeply on this matter

ture, for I shall use nothing in it which was not observed in at least one school.

Let us think first of this composite high school as a great laboratory, wherein most of the skills of democratic living can be practiced. Students are represented on a number of the school's policy-making committees, including the committee on curriculum. There is a general understanding throughout the school that whenever a class encounters a problem which involves school policy, it may invite the principal to meet with it and talk the matter over. On the day of the staff visit, one class laid before the principal a proposal to introduce an

of civil liberties in the school that they have recently drawn up a Bill of Rights for the school, which the faculty has approved. Here are a few excerpts:

All students and faculty members shall have the right to hold any sincere opinion on any matter.

It is necessary that every effort be made to show all possible sides of a question in a fair light.

No person shall be persecuted by physical means, social exclusion, ridicule, or lowered general esteem for any sincere opinion which he may hold or because of conditions over which he has no control.

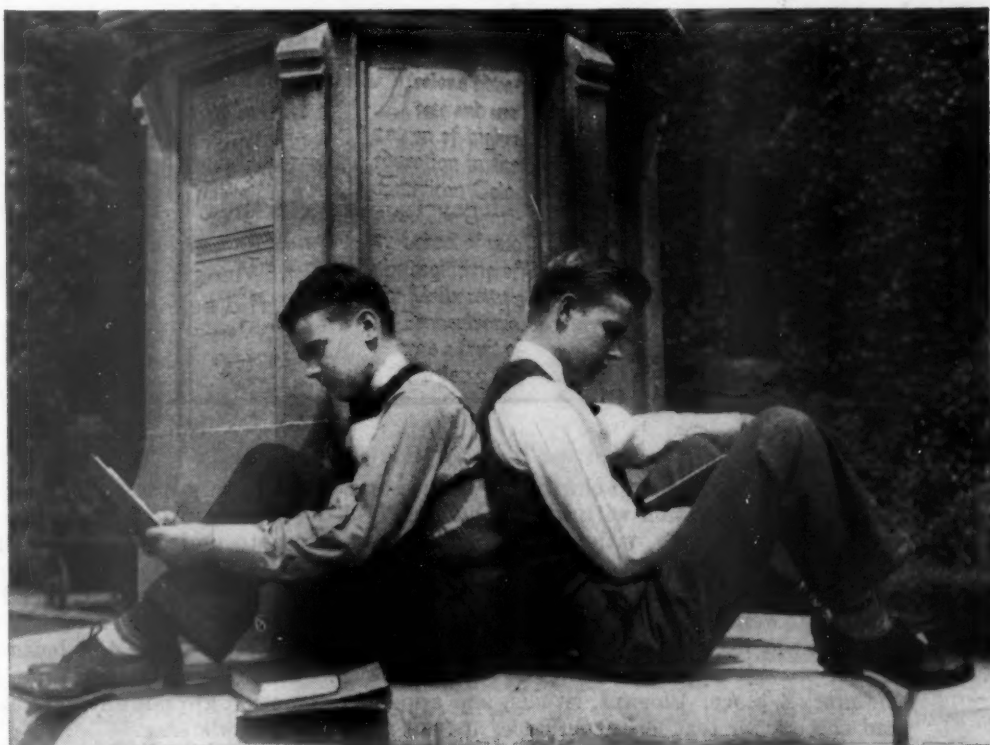
EXPERIENCE in shouldering the responsibilities of a free press is also gained by a number of students. A daily newspaper is published, but its contents are unknown to the faculty until it appears on their desks. The student staff has occasional conferences with faculty advisers on matters of general policy. Otherwise, the school press is in the hands of students. This might mean little or nothing, were it not for the fact that these student journalists are greatly interested in the press as a means of shaping public opinion on public issues. Together with the assembly committee, they undertake to keep all the students informed on some of the important matters of the day in the out-of-school world. The newspaper uses its editorial and news columns for this purpose and the assembly committee presents a weekly "World Hour" program before the student body, where it employs the techniques of radio broadcasting and dramatization with almost professional skill. So these boys and girls are learning the meaning of freedom of speech, freedom of the press, and freedom of assembly, in situations which involve genuine responsibility and at the same time are tied up with the out-of-school world.

Of course this school has a student body

organization and a student council, which have complete authority over some student activities. Here the students have a chance to learn something about representative government. It is interesting to note their dissatisfaction with ordinary methods of electing officers and representatives. They have divided their student offices into two types—general and technical. General officers are elected by popular vote. Technical officers, such as managers, editors, and treasurers, are appointed by the elected officers. The students have also established a civil service commission, and every candidate for an elective office must pass an examination on school government prepared by this commission.

One could go on to describe the many services to the school which students perform—in the library, in the cafeteria, in regulating traffic, in supervising study halls, in improving health and safety conditions, and so on. One could tell of the many responsibilities assumed by students and discharged so faithfully that problems of discipline and dishonesty occur only rarely, even in a school of two thousand students. But there is space only to mention these. Enough has been reported, I think, to show that a school can be a laboratory in democratic living. To be sure, all of the practices reported were not in one school; but there is no reason why they should not be.

The practice of democracy in the school, however, is not enough. In the later years of high school especially, students should extend the bounds of their thought and knowledge far beyond the experiences of their in-school life, to encom-



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pass some important areas of out-of-school society. Central in any such study is the understanding of the nature and purposes of American democracy, as it has been, and is, embodied in political, economic, and social institutions and practices. That, in turn, will lead to consideration of some of the major problems which the American people face today, problems with which the future of democracy is inextricably bound up.

In our composite school we find a number of courses designed to accomplish the purposes just stated. Space will not permit descriptions of all of them, but here are the broad outlines of one course which is typical of several.

The course opened with a unit on democracy and its competitors. The backgrounds of the current struggle between democracy and dictatorship were first reviewed. Then came a comparative study of the basic features of government in the United States, Germany, Italy, and Russia. This was followed by examination of the status of labor, business, education, religion, radio, and the press, under democracy and under dictatorship. The unit closed with a suggested program for the preservation and improvement of democracy.

WHEN the teacher and students got into this last part of the unit, they found a large array of obstacles and threats to democracy, which would have to be removed before it could be improved, or even preserved. They listed these obstacles as follows: Unemployment, inefficiency and corruption in government, inadequate purchasing power and maldistribution of wealth, waste or misuse of natural resources, war, crime, poor housing, race prejudice, and inadequate health services. They decided that their study of democracy would be an empty exercise with words unless they came to grips with these problems, so they organized the course for the remainder of the year around the study of these nine obstacles to democracy in the United States.

This composite high school does not restrict its work to the classroom and student activities.

It recognizes that the "real" problems of citizenship lie in the world outside the school, and so it tries to provide boys and girls with first-hand experience in acting as responsible citizens in that out-of-school world. As one boy put the matter, young people need to be familiar with "some handles that they can take hold of" when they go out into the world of adults.

HERE ARE a few things which the students have done in the past two years. One class made a survey of housing conditions, which was so well done that it was used by the city housing commission. Several classes together studied the city's recreational facilities and revealed needs which caused the city council and the community chest to provide more playgrounds and recreational leadership. Other classes investigated several community health problems, and their findings, when presented to the city authorities, resulted in improvements of sanitary services and elimination of a number of causes of communicable diseases. Students assisted also in the elimination of these diseases, and were able practically to exterminate mosquitoes and rats in the community.

Other community services performed by these high-school students can be given only brief mention. These include an annual survey of job opportunities, leadership of clubs and of playgrounds for younger children, generous giving to the needy in cooperation with the council of social agencies, beautification of parks and public places, promotion of an annual civic festival, and so on.

These are only a few of the many hundreds of promising practices in civic education which are included in the Educational Policies Commission's report. Sufficient examples have been cited, I trust, to make it clear that the schools of the United States, taken together, know how to do a good job of educating boys and girls for citizenship in the American democracy. What is needed is that every school shall apply all the knowledge to be drawn from the experience of all the schools.

EDUCATION can help to clarify the nature and goals of democracy. It can portray the American dream of a nation with liberty, justice, and opportunity for all in the broad sweep of history from the time of the nation's founders. It can promote understanding of the civil liberties and the political institutions through which the democratic ideal finds expression. It can focus the searchlight of free and constructive inquiry on those economic and social problems which, if allowed to remain unsolved, threaten to disintegrate democracy from within. It can confirm that faith in the worth and improvability of each individual which is the basic tenet of democracy. It can provide opportunities to live democracy, in the school and the home, in the workshop and the market place. Slogans, rituals, and appeals to emotion are not enough. Knowledge, reflection, and the master teacher, experience, are essential to moral defense.

—From *Education and the Defense of American Democracy*

IN these critical days we must pursue with ever-greater persistence our goal to secure for all children the fullest measure of health, growth, and all-round development. Security and protection are essential to this goal, and knowledge and intelligent planning by parents, by teachers, by medical and other professional groups and other socially minded citizens are necessary to achieve this end. Homes, schools, and communities must be imbued with the ideal and make full use of present knowledge in programs of care and training if America is to present a picture of healthy and happy childhood.



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Health In War and Peace

MARY E. MURPHY

WE KNOW much today concerning the essentials for child health and welfare. We are steadily adding to our knowledge concerning the amounts and kinds of foods required, the necessity for milk, fruits, and vegetables as protective foods, the ways by which children may be guarded against contagious diseases through immunization and other measures. The importance of regular medical supervision from birth to maturity has been demonstrated, together with the contribution which good maternity care makes to the health of the child. We know something of the ways in which children learn, and of methods of judging their mental capacity. There is an increasing understanding on what factors contribute to good emotional growth and adjustment, and the need of the child for play and freedom in order to achieve proper physical and social development.

If only the knowledge that now exists could be generally applied, what a picture of healthy childhood would be presented in America! Unfortunately, there is a wide gap between the knowledge and

its application. Every area of our country has countless children who lack the most meager essentials for good nutrition, who do not have adequate medical care, clothing, or housing, to say nothing of other essential factors. Somehow or other, these must be secured for the children of our nation; somehow or other a vitalized program of education must push farther and farther back the frontiers of ignorance and indifference.

War's Meaning to Childhood

AND what of these essentials in the face of war? War holds a threat to the health and welfare of children everywhere—in the countries actually at war, tragedy untold. Shortage of foods may be experienced by the entire population, with disastrous results in growing children: rickets and deficiency diseases of various types frequently occur, and malnutrition forewarns of lowered resistance and lack of vitality in later life. The full results of such deprivation may not become apparent for

several years, as evidenced by studies made following the First World War. Tuberculosis frequently develops in such a situation. Epidemics threaten unless medical and public health facilities are adequate to guard against them. With the complete demolition of areas, as in the bombing of Helsingfors, sanitation becomes a major problem. The need for doctors and nurses at the front frequently leaves communities without adequate service in homes, clinics, and schools. But war's most destructive influence in the lives of children is probably the resulting breakdown of normal home life—the constant threat of ruin or evacuation, the loss of parents through death, the absence of the father who has been called into service, the absence of the mother who has taken her place in industry, and the resulting insecurity and curtailment in food and care and supervision.

No, war does not build for a healthy childhood! Health with its positive constructive meaning for life has no roots in the destructive maiming influence of war.

But tragedy and catastrophe do serve to dramatize needs and problems not duly recognized in the everyday course of life. This has been true of war in its relation to health. The effectiveness of public health control and its importance to success in war was demonstrated in the First World War by the remarkable control of many diseases which in former times were responsible for more deaths than were the wounds of battle. All the knowledge of preventive medicine which had become available during the preceding quarter of a century was applied to the military population, reducing to an amazing degree the ravages of disease which once moved like a dark shadow across whole armies.

The last war made it evident that the health of the entire population was involved in the success of battle, not just the health of those at the front. Back of the firing lines were the men and women in industry, on the farm, and in civil life whose efforts were necessary for the feeding and maintenance of the army and the life of the nation. The health of every one of these individuals was a highly important factor in his efficiency, which became a part of the total efficiency necessary to ultimate victory.

Such control showed what communities might achieve through adequate public health organization, and resulted in a greater impetus in public health work in this country as well as abroad. If lives are worth saving through preventive methods for the sake of success in war, what then of our failure to save lives in time of peace? Preventable illness and death constitute an enemy worthy of the best fighting force which we can muster through peaceful means.

Health Preparedness

THE DRAFT figures brought to light the appalling extent of America's health unpreparedness. To our amazement we found that over one-third of our young men between the ages of twenty-one and thirty-one were handicapped by one or more physical defects. Most of these defects were preventable and traceable to the period of childhood. Young men in the prime of life unready for a critical test, at a time of their country's need, because childhood had not meant to them medical care, good nutrition, and health training!

War does place a value on human life even though it seems bitter irony that human life comes to be valued so that it may destroy and be destroyed. This has been evident in health measures taken by the countries engaged in the First World War; indeed, much of the child health and welfare work of European countries even before 1918 had as its avowed purpose the building up of a population strong against the enemy forever threatening. The great loss of life during the First World War brought this need into prominence, and authorities urged the conservation of young life to make up for the "terrible wastage of war." In England a program based on the conviction that "babies are of greater import than battalions, and truer dreadnaughts" was matched by Germany's efforts in behalf of infant welfare as "movements of increasing and improving national efficiency." The problem of infant mortality became identified with the very existence of the nation.

In our country also, the War provided incentives for programs for child health conservation. Their objective was not the building up of future manpower against a national enemy but rather that of securing for children all the essentials for growth and wholesome development on which must rest the future welfare of the nation.

In April, 1918, at the beginning of the second year of our participation in the War, the Children's Year was formally inaugurated by the Children's Bureau as a wartime measure to provide against the tragic effects of neglect of children for which concentration upon more material aspects of the war might be responsible. A campaign for weighing and measuring and for medical examinations of infants and preschool children was carried out with the cooperation of the medical profession throughout the country. Alarming figures were reported from various parts of the country. In one state where over 40,000 children were examined, forty-seven per cent were found to have correctable—but uncorrected—defects. Through the efforts of both professional and lay groups, activities were set in motion to meet the challenge for the saving of health and lives—including pro-

motion of public health nursing, county health units, medical examinations of children, child health centers, prenatal and postnatal clinics, health education in schools, and educational programs for mothers.

The infant welfare movement begun earlier gained tremendous impetus. Child hygiene divisions were created in a number of states. Before 1918, nine states had such divisions. By May, 1920, there were thirty-two states with child hygiene divisions. Within five years of the close of the War forty-three states had organized similar divisions—public, tax-supported agencies for the promotion of child health. As a conclusion of the Children's Year program there was organized in 1919 a conference on standards of child welfare, consisting of a series of eight regional conferences reaching into various parts of the country. International consciousness of the necessity for child welfare was emphasized by the presence at these conferences of guests from foreign countries, invited to participate in a consideration of what lessons all countries had learned under war conditions—lessons which should be applied as a permanent protection for children.

Hopeful Trends in Recent Years

THE CHILDREN'S YEAR and the 1919 Child Welfare Conference, second in the series of White House Conferences, were marked by their insistence that the needs of all children everywhere in the United States should be met. The succeeding conferences under national auspices have further emphasized the nation's concern for its mothers and children and the need for protective legislation, adequate administration of public health and educational programs, and the cooperation of both public and private agencies and public-spirited citizens in working toward this goal.

The responsibility of government for the health and welfare of the nation's children has been given increasing emphasis. State legislation, programs of public health education and maternal and child health have resulted. National legislation has made possible Federal participation in these programs under the Sheppard-Towner Act, and since August, 1935, under the Social Security Act through financial aid to the states in their programs for the protection of mothers and children.

Activities in behalf of the health of school children begun earlier were given additional impetus through the results of the draft examinations. The searchlight was focused upon the poor physical condition of large numbers of school children with resulting programs for improvement of school environment, medical and nursing service, provisions for improved nutrition, physical activity,

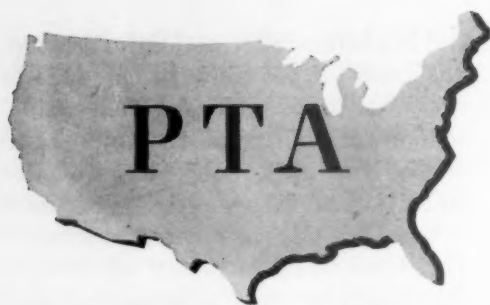
and health instruction. Although the progress made has been all too slow in the face of the problem, the years since have seen increasing realization by school authorities of the importance of health as one of the major objectives of the school in the education of future citizens of the nation.

One of the important advances during this period of work in behalf of children has been the increasingly vital role played by parents. This has been evidenced through recognition, by parents themselves and by professional groups, of the ultimate responsibility for health which rests upon the individual home. Organized education of parents through their own initiative, and united activity by parent groups in behalf of community programs for all children, have been fundamental to the progress made.

A Challenge to Parenthood

IN THIS critical time when war threatens to destroy much that has been built up during years of peace, what is to be the role of the individual parent and of organizations of parents in safeguarding those values which are essential to health? Have we learned with sufficient conviction those lessons taught by the tragedies of war concerning the value of human life, so that in peacetime we may apply the knowledge available to prevent needless sickness and death? Can we have our sympathies quickened by the needs of children in war-stricken areas and not also see more keenly the needs of children within our own communities? Must war tell us of the ravages of tuberculosis, or can we recognize in times of peace that great medical and social problem which must be adequately met through community programs of education and medical and nursing service?

Parents today are thoughtfully considering the future of the young lives they have fostered and cherished. Education for what? Protection for what? Health, vitality, and strength for what? Teachers as well as parents find much that is puzzling in this present crisis in terms of its meaning for education and training in the future. How can health in peace and for purposes of peace come to hold an alluring place in the minds of the young? Can incentives for healthful living supplied by war and war-preparedness find a vital peace substitute equally stimulating? How shall we find the thrill, the adventure, the purpose to claim the interest of youth for aims and objectives inherent in peace? How can we build ideals of physical fitness as a part of an integrated, more complete health concept in which physical strength and vitality become an instrument for the good of society and the best interests of life and growth, security, freedom, and happiness of the individual?



Frontiers

Study First—Then Action. No more music, no more art, in some places no more kindergartens, school buildings closed to Scout troops and adult education—just how far-reaching *were* the effects of the ten per cent cut in state aid to public education, made, as part of its economy program, by the New York State legislature in 1939? The New York State Congress of Parents and Teachers decided to find out.

Equalization of educational opportunity in New York State is effected by grant of state funds derived from income, gasoline, and excise taxes to supplement local taxes, which are from real estate only, and thus assure to all localities at least a minimum standard of public education. By a formula carefully worked out, the state seeks to offset the tremendous variations in real estate values, and consequent ability to maintain adequate schools, by proportionately larger grants to poorer districts. Therefore, this flat cut of ten per cent fell most heavily on those least able to bear it, the small schools.

Throughout its fifteen districts, the Parent-Teacher Congress set up machinery for obtaining from all local school systems exact figures of the loss in revenue, showing how it had been absorbed. Had they curtailed services, dismissed teachers, cut salaries, postponed repairs and replacement of supplies, discontinued summer and night schools—closed the school buildings to Scouts, adult education, and community recreation projects? Or had they maintained their program by using up surpluses and increasing local taxes on real estate?

Parent-teacher units had been made aware, by their study of the recent *Regents' Inquiry into the Character and Cost of Public Education in the State of New York*, of the broader objectives in education today, and were anxious to prevent curtailment of those extracurricular and character-building activities of the program which they realized are so essential to the training of our future citizens. So they gladly cooperated by gathering information on how reduced income had affected the schools in their own communities.

After study came action. Each one of the fifteen district directors took the figures which came to her from the local associations and tabulated

them for presentation to the local representatives in the legislature. Then the district parent-teacher associations used them as a factual basis to implement their requests to their senators and assemblymen to support the full amount of state aid to education in the 1940 state budget.

The state-wide picture was completed when each one of the district directors presented her report at the mid-winter meeting of the board of managers of the state Congress. This picture plainly showed surpluses were used up, real estate taxes in large numbers of communities increased, or slated to be, salaries cut, teaching positions abolished, and services of all kinds curtailed. In some places music, art, libraries, vocational work, and homemaking courses had been dropped, supplies cut, repairs postponed, and community use of school buildings discontinued.

Speeches in a state armory may seem a far cry from parent-teacher work, but they were the logical culmination of what the New York State Congress feels was its most important achievement of the year. Five members of the board of managers appeared before the "mikes" at the great public hearing on the state budget at Albany, presented the findings, and with the representatives of the State School Boards Association, the State Teachers Association, and similar groups, did their share in having the cut in state aid reduced from ten per cent to two per cent this year.

—EDITH PHILLIPS



A Helpful Survey. For special emphasis during the year 1939-40, the California Congress adopted five projects: advancement of the basic values of human relations, care of migratory children, recreational needs of the community, home safety, and vocational opportunities for youth. Attention was focused upon these needs by talks and articles. Locals, councils, and districts were urged to include them in the year's objectives. Progress was reported along all lines.

The last of the five—vocational opportunities—aroused great interest, perhaps more than any of the others. It was a timely subject, the needs of

youth along that line being very apparent. At the beginning of the year the state president, Mrs. James K. Lytle, pointed out that there were two obvious things to be done: "Bring to the attention of the parents, and thus to the young people, the many opportunities now open. . . . Again, realizing the change in the types of jobs now open . . . bring to our people the significance of these changes, and through our attitudes and talk dignify *all* work, whatever it may be."

A committee from the state board of managers was assigned the work of conducting a survey to discover the opportunities available for youth in California. Two questionnaires were prepared and distributed throughout the state. The first was filled out after consultation with the high-school authorities. It dealt with the history of recent graduates—what per cent went to college and what per cent sought work, how long was the average time before work was found, and so on. The second was concerned with the number and the types of jobs available in a community and was answered with the cooperation of chambers of commerce, service clubs, merchants associations, and so on.

Forty-two high-school questionnaires were returned, reporting on 7,131 graduates. Of these students 52.85 per cent went on to college. (The range was from 100 per cent college attendance from one school to nine per cent from another.) The schools from which they came had no general methods of placement service and no adequate means of follow-up work with respect to graduates.

Five hundred communities participated in the survey of job opportunities. They reported a total of 14,358 employees as of January, 1940, and 3,040 new positions filled. Employees were secured through friends of employers or employees, through direct contact, through state employment service, through vocational school placement, or through the local high school.

The firms reporting found training desirable in the fields of typing, bookkeeping, salesmanship, secretarial work, automotive mechanics, machine shop, aeromechanics, electrical mechanics, radio, building, and landscaping. High schools reported offering the usual homemaking, commercial, and shop training.

The value of the survey lay not in its job-finding results but in the interest aroused. The situation confronting youth became clearer to many members. Interest was stimulated in vocational guidance, in individual differences, in adjustment of ambition to ability and possible openings. The bringing together of many community groups to discover together the chances for work of their own young people led to cooperative planning.

It is true that training will not create jobs, that

guidance into proper channels is not effective if those channels are of the dead-end sort, that the problem of unemployment for youth will not be settled until the larger problem of unemployment is settled. But the greater the number of people who understand and are concerned about the question, the sooner the solution can be hoped for.

The California Committee on Occupational Training and Placement of Youth increased such understanding and aroused such concern.

—MARGARET H. STRONG



P.T.A. on the Reservation. Parent-teacher units on the Rosebud, Greenwood, and Pine Ridge Indian Reservations of South Dakota exemplify the well-known admonitions to make the parent-teacher program meet the needs of the community. Fourteen Congress units, with a membership of 307 for the year ending April 1, are carrying out the objectives of the parent-teacher program of service and making a fine contribution to the welfare of children and youth in South Dakota.

The first Indian Congress unit to be organized in the state was the Ohiya (Sioux word meaning victory), on the Crow Creek Reservation at Fort Thompson. It was organized in November, 1927, by the writer of this article, who was serving as superintendent of schools for the county in which the Ohiya P.T.A. was located. During the years which followed, state parent-teacher presidents were successful in interesting the education division of the Indian Service in Washington to the extent that they permitted leaders of the movement to attend national parent-teacher conventions. This gave considerable impetus to the expansion of the work in the reservations and resulted in better leadership. At the Salt Lake City convention in 1938 an Indian teacher was invited to participate in the program, and an exhibit of arts and crafts revealed how the parent-teacher association was meeting a direct need in the social and economic structure of Indian community life. At the Omaha convention in May, the Rosebud P.T.A. sent its chorus to sing at the South Dakota luncheon and to attend the sessions of the convention. In fact, the Indian units have a fine record of sending delegates to district, state, and national conventions. They attend sessions faithfully, take careful notes, and bring back complete and interesting reports to share with the members back home.

We have on our desk the yearly program of the Ring Thunder P.T.A., which is typical of all the Indian units. It has an attractive blue cover bear-

ing a Sioux design. It carries the names of officers and committees. Topics for discussion indicate how clearly the program is meeting the needs of the community and at the same time achieving the objectives of the National Congress program. Consider these simple but purposeful topics selected from the Ring Thunder Program Booklet:

How 4-H Club Work Affects Our Homes
 Review of Summer's Club Work
 Teeth and the Proper Food
 Summary of State Convention
 Prevention and Care of Tuberculosis with
 Visual Education Demonstration
 Law and Order
 Discipline in the Home
 Why Every Family Should Provide a Home
 for the Children
 Why Every Family Should Have a Garden
 Indian Children's Advantages and Opportunities
 Arts and Crafts
 Reviving Indian Handicraft
 Home and Community Happiness

Meetings open with devotions and patriotic observances, and opportunity is given for much group singing and special musical numbers. Visual education is used extensively, and all meetings close with a social hour at which lunch is served.

The school is the community center, and the P.T.A. is the vital adult education agency in these communities. Here, parent education really functions. Here, the fathers assume the leadership. Here, the home, school, and community work together in the common interest of childhood. Here is a cross section of American life that is at once challenging and inspiring. The makers of the first homes in America are still holding that strong line of defense as they make necessary adjustments to a changing civilization.

—GERTRUDE E. FLYTE



Social Hygiene Forum. During the spring of 1940 a new cooperative experiment in adult education was launched in Spokane by the Spokane Council of the Washington Congress of Parents and Teachers and the Night College in Spokane (administered by the State College of Washington under its Division of General College Extension).

A series of lectures was planned to give parents and teachers a working knowledge of the important aspects of social hygiene. This knowledge should enable them to handle questions regarding reproduction, sex, venereal disease, and family life, in a more constructive manner as they arise at home or in the school.

A group of four speakers covered the subject matter, including anatomy and physiology of reproduction, the venereal diseases, normal and pathological sex behavior, with detailed attention given to the self-consciousness and awkwardness of early adolescence, and marriage problems.

The course was enthusiastically received by the participants, the attendance at each of the lectures approximating two hundred. Other communities throughout the state are urged to conduct a similar forum. Almost any community within the state could enlist enough local talent from the medical and social work group to present the material in an authentic and straight-forward manner. Your parent-teacher association Social Hygiene chairman should take the initiative in this matter and a program could be arranged which would serve a very useful purpose.

—KATHRYN F. AHLQUIST



Thousands Are Fed. The establishment and promotion of lunchrooms in as many schools as possible in the state was set up as a long-time objective of the Alabama Congress of Parents and Teachers two years ago. This objective will be continued in the program of work for 1940-43, with this aim in view: to have a standardized lunchroom in every school, for the physical well-being of the children and not for profit.

No project of the Congress has ever created as much interest and enthusiasm. It has developed a coordination of community agencies which is resulting in the finest type of relationship. In many counties of Alabama, a Coordinating Council of Service Agencies has been formed, primarily to promote the project. These agencies realized that while some communities would be able to go ahead with the project there were others that would need help. In many communities land was donated as a center for raising foodstuffs; local people shared in the working of this land; arrangements were made under the supervision of the Home Demonstration Clubs to can these foodstuffs under standardized regulations. The P.T.A., the Board of Education, the Health Department, and the county attendance supervisors worked together to perfect the project. In many communities the interest shown has motivated the organization of a parent-teacher association in schools where hitherto little interest was displayed.

Every effort has been made to encourage the project on a state-wide scale. A State Coordinating Council for School Lunchrooms was formed, with representation from the State Board of Health, the State Board of Education, the State

Board of Public Welfare, the Home Demonstration agents, and the Alabama Congress of Parents and Teachers. This council meets regularly and analyzes the lunchroom status. Last year it prepared and published a bulletin of standards for school lunchrooms. Its activity has done much toward promoting the project and keeping the lunchrooms on a uniform, healthful basis. No less than 350 lunchrooms were set up during the year, distributed all over the state, whereas formerly such facilities were offered only to children in the large centers of population.

When the lunchroom project was adopted as a definite objective of the Congress, the board of managers provided one-hour conferences on lunchrooms for three days at the Summer Institute held on the university campus. These presented the project to the local associations and gave them a clear-cut idea of the type of lunchroom each should provide. As an outgrowth of the project the University of Alabama held a short course for lunchroom managers last June. It was so successful that the University again provided instruction this summer and will continue to give it in future years.

Reports from associations give a concise picture of children before and after the first month of the school lunchroom. The record shows improved health, increased weight, active mental response, and a rise in energy. These same reports state that diets have been posted and that at least one P.T.A. meeting during the year has been given to a discussion of foods and food values. It is definitely brought out that while the lunchroom provides food for many underprivileged youngsters, its prime function is to furnish school children with a balanced meal at noon.

In this day of consolidation of schools, with the small, dearly loved "one-teacher school" little more than a page in educational history, there is a great need for school lunchrooms. Children who ride busses to school, who often leave home at six in the morning and do not return until four in the afternoon, need a hot, nourishing meal at the noon hour. If this is not provided, they are often sluggish and before long there is evidence of lowered vitality. This makes their resistance to disease low. Parent-teacher associations, by creating public interest, by giving hours of service, by providing equipment, by lending strong moral and mental support, have in Alabama made it possible for school children in many communities to secure a balanced meal for as little as five cents. Thousands of children who cannot pay are being fed, for these lunchrooms provide for them, too. Certainly this is one of the finest and most worthwhile experiences of the Alabama Congress. It is a continuing project, one that nets a dear profit

in the improved health of hundreds of thousands of school children in our state.

—MARY L. LOWREY



Continuous Census Organization. Like all other cities large or small, Medford, Oregon, has the transient child, but locating him and getting him into school is not much of a problem any more.

Oregon state law requires that an annual school census be taken in October. A yearly count, however, is not sufficient, because children are constantly coming and going. In the absence of some plan for locating new arrivals, a child may move into a city and be there for weeks or months without the school authorities being aware of his presence, unless he voluntarily presents himself at school. Some do not, and it is these who furnish the transient problem.

This problem was met, a number of years ago, by a continuous census plan, which was put into effect with the cooperation of the P.T.A.

The city is divided by street lines into about twenty sub-districts, each only a few blocks in area. Within each of these sub-districts a resident enumerator (a woman, usually) is appointed. The enumerators are supplied by the school office with enumerating forms and envelopes addressed to the attendance department. These forms are a duplicate of the regular census card on file in the office.

Whenever a child of school age moves into one of these sub-districts the enumerator calls at the house, or tent, or auto camp where the child is, enumerates him, and mails the form to the attendance department of the school office. There the clerk checks the name. If the family has merely moved from another part of the city, and the child is one for whom there is already a census card, the clerk merely notes the change of address on the back of the card, and follows the case until the child is again enrolled in the proper school.

If the child is a new arrival in the city, a new census card is made out for him and added to the census file. If the child fails to appear for enrollment within a day or so a worker is sent out to welcome and interview the family, and to give any information or help needed. If the child then fails to appear at school the case is handed to the attendance officer who, acting under the compulsory education law of the state, places the child in school.

The total annual cost of this continuous census organization is about \$250 per year.

With the cooperation of the P.T.A., our continuous census plan has been functioning very smoothly and very efficiently for over twelve years. It would be difficult to get along without it.

—E. H. HEDRICK

BOOKS *in Review*



MRS. MINIVER. By *Jan Struther*. New York: Harcourt, Brace and Company. 1940. 291 pp. \$2.00.

THE "Mrs. Miniver" sketches are a product of the pre-Munich phase of English life and in a degree depend upon it. While that phase lasted, it was possible for Englishmen and Englishwomen to live as spectators as in no time before or since. During those days of gruesome suspense, they turned a special gaze upon the habitual, upon the commonplace, upon things which formerly they had pretty much taken for granted. They found themselves, as Mrs. Miniver did,

... looking at each other, and at their cherished possessions, with new eyes. Small objects one could send to the country—a picture or two, the second edition of Donne, and the little antelope made of burnt jade; others, like the furniture, one could more or less replace: but one couldn't send away, or replace, the old panelling on the stairs, or the one crooked pane in the dining-room window which made the area railings look bent, or the notches on the nursery door-post where they measured the children every year. And these, among material belongings, were the ones that had suddenly seemed to matter most.

Were they apprehensive, fearful, panicky? Not to judge from Mrs. Miniver, an English lady of the upper middle class whose attitudes are precisely right in the British tradition. There are intimations of what is to come, the gas mask fitting, the talk about the evacuation and the billeting of children, and the trenches in the parks, but no one, least of all Mrs. Miniver with urgent domestic responsibilities, could give much thought to such funereal musings. The fact is, she is up to the neck in twenty-four hours a day of domestic responsibilities, visits to friends, occasional trips to the country, teas, an agreeable husband, three lively children, excursions on the river, and the hundred and one other everyday doings of whatever women do. Let Europe play with fire if it must; as for Mrs. Miniver, she only regretted:

... that circumstances had never before led her to discover that the way to spend the spring was up an apple-tree, in daily intimacy with its bark, leaves, and buds. In early

spring, as in the early years of children, there are times when the clock races, the film runs in swift motion, and the passionate watcher does not dare to glance away for fear he should miss some lovely and fleeting phase. The present week was one of these times. She looked, and the buds were as tightly, rosily clenched as a baby's fist; she looked again, and they were half uncurled. Tomorrow they would be nearly open; the next day, perhaps, in full bloom, like those of the pear-tree on the other side of the garden, which towered up in the sunlight as tall, rounded and dazzling as a cumulus cloud.

No, this book is not filled with self-pity, or longings for brighter and more certain days. It has qualities which offer everyone who reads it (or those who care to understand) a compensating philosophy of life, combined with that "priceless tonic" of everyday living, a gay and irrepressible sense of humor.

The charm of this collection of essays on everyday domesticities lies in the grace of telling. Jan Struther will lead you so quietly into intimacy with Mrs. Miniver "enjoying the forties so much better than she did the thirties," her agreeable architect husband Clem, her three unpredictable children, and the rest of the household; the process of getting acquainted with them and their friends will seem so natural and easy and unplanned, that the fact you do not know them through and through will come to you as a sort of private discovery of your own. Her greatness lies in her ability to make the commonplace significant, to dramatize it. She is really telling you about your own daily routines; she doesn't miss a trick and as people are the same everywhere (in civilized countries), her characters apply unerringly to any milieu.

Of Jan Struther in person: she was formerly a *London Times* editorial writer, whose pen name hid the identity of Mrs. Joyce Maxtone Graham, and is now in this country "not as a visitor but as an immigrant." She has contributed widely to English humor and literary journals (*Punch*, *London Mercury* and others) and has had published books of essays and verse, including a really delightful picture of Wellington Square, Chelsea, under the title *Sycamore Square and Other Verse*. Miss Struther says of herself, in an

interview with Robert Van Gelder of the *New York Times*:

Soon after I came here I gave an interview to a girl reporter and complained that I had been too often taken for the real Mrs. Miniver, that the sketches were thought too often to be autobiographical. She read the book that night and the next day called me to say that she now understood what I meant. "Mrs. Miniver has more class than you have," she told me. She was exactly right.

Read *Mrs. Miniver* and see if you think so. Better still, buy two copies; you can give one away at Christmas with the comfortable feeling that it is a virtuous gift whether the recipient likes it or not.

—GUY R. LYLE

*Librarian, Woman's College,
University of North Carolina*

AN ADOPTED CHILD LOOKS AT ADOPTION. By Carol S. Prentice. New York: D. Appleton-Century Company. 1940. 220 pp. \$2.00.

IT IS not easy to discuss objectively a subject which touches deep personal emotional experiences, yet Mrs. Prentice who was an adopted child and is also an adopted parent has succeeded surprisingly well in this.

Mrs. Prentice reminds us that more is involved in adoption than the simple bringing together of "homeless children and childless homes." She describes some of the problems involved in the light of her own experiences and those of other adopted children it has been her privilege to know.

Her own story is an unusual one. Placed at the

age of five years with two "spinsters," she carried over into her adoptive home a delightful memory of her own mother and remained psychologically her mother's child despite the real affection she had for her two foster mothers. Her great desire for a father and the imaginary substitute she supplied to fill this need makes a strong argument for a normal family home for the adopted child. The picture she presents of her childhood is one of a lonely repressed child, yet she was so genuinely loved that she apparently emerged without permanent scars.

It would have been helpful if the author had given us more about her experience as a foster parent. We are told of some of the problems with which she has been confronted and some of the adjustments that were necessary but on the whole we are not permitted to share this experience with her, possibly because it is not yet far enough in the past.

General questions pertaining to adoption are discussed with insight and understanding. These include the selection of the right home for the right child, the need for understanding the motives behind a desire to adopt a child, the relative importance of heredity and environment in adoption, some of the problems that must be faced in the rearing of a foster child and the difficulties that may develop in combining own and adopted children in a single family.

The "Manual for Adopting Parents" with which the book closes is really a summary of the important points an adopting parent should bear in mind, practically all of which are discussed in more or less detail in the book proper.

—MARY RUTH COLBY

*Social Service Division, Children's Bureau,
U. S. Department of Labor*

Your Path

*I cannot watch you all the way,
Holding your hand as I do now,
To keep you from falling, or from getting lost;
Guarding your safety at whatever cost—
You will have grown to womanhood in such a
little day!
Nor will you want my guidance any more,
So eager will you be to walk alone.
May I be wise to teach you how to go,
To look at life with clear, undaunted eyes;*

*What things to value—which ones to despise;
How to have courage in the darkest night,
And strength for all the hardships you may know;
Teach you how to love—and how to pray!
Then, though you do not have my hand
To hold, you will have learned
How to walk safely by yourself, instead.
Because I cannot watch you all the way,
My love must throw its light far, far ahead!*

—MARGUERITE CRIGHTON TUTHILL

Around the Editors' Table

EARLY IN JUNE the Editorial Committee sat at its Round Table seriously considering what seemed to be a momentous question: If the "PTA Frontiers" feature is to be published each month in the *National Parent-Teacher*, how will material for it be secured? This question has long since been answered, for in response to the first call for "Frontiers" more splendid material was received than could be published in three issues of the Magazine. It is with deep gratitude and appreciation that we acknowledge these contributions and assure our readers that these "Frontiers" will appear in coming issues.

PARENT-TEACHER members have long recognized the radio as an agency of vital importance in its effect upon the lives of children, and will therefore be interested in the pertinent questions raised in a recent issue of *CHILD STUDY* on children's radio programs: "Are the present radio programs for children the best that we can get? If not, why not? And how shall we go about securing programs that will be better? Just what do we mean by 'better'? What distinguishes a children's program from an adult one? Why have many programs which are strongly disapproved of by most adults been successful on the air?"

From recent studies made by our own parent-teacher workers come the following significant facts: Questionnaires filled out by approximately 1,825 pupils in a school in a suburb of Chicago under the supervision of the teachers revealed an average of two and one-half radios per family. It also showed that a high percentage of the children had their own radios. This study evoked certain questions in the minds of parents and teachers: What does this indicate as to the extent of radio listening? What of conflicts between members of the family in the matter of choice of program? Are parents inclined to say to children, "If you want to listen to that awful noisy program, go into your own room and close the door"?

From Michigan a report comes in which starts with the statement, "Of all the subjects that can be depended upon to arouse spirited discussion by both parents and teachers, 'Radio in the Home' ranks first." Here again a survey was made, but in this case the questions were submitted to the teachers and the parents, and the answers record their opinions of various types of programs in-

tended for a children's audience. They found "much to wish for in quality of commercially sponsored programs for children, and decided that their organizations could educate and interest their members to evaluate programs and insist on higher standards for broadcasts."

A SIMILAR PROBLEM has arisen recently with regard to the increasing prominence of "comic" books in children's reading. From publishers of children's magazines and books comes a rather startling fact: At least one million dollars a month is being spent by children for "comic" books, some of the contents of which are highly questionable. In dealing with "comic" magazines, a somewhat different problem is presented than the one involved in the control of such material in the movies and on radio programs because there is no central group such as the broadcasting company, sponsor, or local station officials, to whom one can appeal.

It is generally agreed by those who believe that "comic" magazines are detrimental to the best interests of children that parents and teachers must acquaint themselves with the contents of these magazines in order to understand what draws the children to them, and then substitute, and build an appreciation of, good literature which offers the kind of adventure and excitement the child finds satisfying. Children's divisions have been established in many libraries, and librarians will be glad to cooperate with parents and teachers in promoting the development of good reading habits.

THE FACULTY of Teachers College, Columbia University, has issued a manifesto, "Democracy and Education in the Present Crisis," as a contribution to our national unity. This manifesto emphasizes the need for a clearer understanding of democracy and its implications. Single copies will be sent free upon request to the Bureau of Publications, Teachers College, Columbia University.

PROJECTS AND PURPOSES," a series of articles which was published last year in the *National Parent-Teacher*, has been reprinted in booklet form by the National Congress of Parents and Teachers for distribution by state branches.

PARENT-TEACHER STUDY COURSE OUTLINES

Study courses directed by ADA HART ARLITT

THIS WORLD OF OURS—

A CITIZENSHIP study course for parents, teachers, and all other adults who want a closer acquaintanceship with the world they live in, an acquaintanceship which will enable them to share their knowledge with youth and assume together the full responsibilities of democratic citizenship.

Article: IT IS A SMALL WORLD—By Malcolm S. MacLean (See Page 4)

I. Pertinent Points

1. When we look back twenty to thirty years and then view the present world, nothing is more startling than the way the universe seems to have shrunk. Almost every part of it is within reach through printed matter or radio.
2. Children look at the world today in a way quite different from that in which it was viewed by our parents. A world seen from an airplane or heard about through the radio, or cruised over in high-powered ships, cannot even be thought of in the same way as one bounded by a radius of five miles from one's front door.
3. Parents and teachers must move fast to keep in touch with all the agencies which are now in contact with children. This shrinking world has become able to teach many more lessons than in past eras.
4. If democracy is to survive, parents and teachers as well as children must be willing to face reality through interpreting news-casts, movies, radio, printed matter.

II. Questions to Promote Discussion

1. What are some ways in which children's thinking has changed in the past ten years?
2. How can parents and teachers work with children to make best use of modern communication and information?
3. How can the American way of life be made secure?
4. Are there ways in which parent-teacher associations can help children to make the best use of the good servants of "this small world" and protect them from undesirable influences?

References:

1. "Contributing to a World Community." George F. Zook, *National Parent-Teacher*, February, 1940.
2. *The News Letter: Monthly Bulletins of the Bureau of Educational Research*, Ohio State University.

BEGINNINGS WITH CHILDREN—

A PRESCHOOL study course for parents and teachers who believe that the early years are very important ones in the child's life and hence must be wisely guided. It will suggest practical techniques and methods which contribute to a deeper and more intimate insight into child life.

Article: IS SPANKING NECESSARY?—By Sidonie M. Gruenberg (See Page 11)

I. Pertinent Points

1. All punishments should have an educational purpose, such as, to teach the child that he cannot take liberties, cause annoyance, or damage the property of other persons, with impunity.
2. Punishment should never be unduly cruel. There are occasions when tight-lipped disapproval, or such a punishment as the threat, "Mother will not love you any more," may hurt more than a spanking and perhaps do the child more harm in the long run.
3. Punishment of any kind, spanking included, is like medicine: the more you use it the less effective it becomes; moreover, it should be used only as medicine is used, when the child actually needs help.
4. The end result of all discipline should be to develop an individual who is responsible and determined; one who has initiative and independence but who is at the same time adjusted to the best in his environment.

II. Questions to Promote Discussion

1. What are some reasons that may be given to justify spanking?
2. Why do many authorities feel that corporal punishment of any kind is unwise?
3. Are there any punishments which can be used for everything that a child does for which we feel he must be punished, or must "the punishment fit the crime"?
4. How far must the type of punishment change with the increasing age of the child?

References:

1. Ada Hart Arlitt. *The Child from One to Twelve*.
2. John E. Anderson. *Happy Childhood*.
3. Sidonie Matsner Gruenberg. *Parents' Questions*.

CONCERNING *this* ISSUE



OUR CONTRIBUTORS

MOST of the children born alive today will live beyond their sixtieth year. In the light of this fact, it is all the more important that these children be given every opportunity to acquire and maintain healthy bodies and healthy minds so that they may take advantage of their extended span of life with greater usefulness to themselves and to society. This issue is concerned with some of the problems involved in the practice of personal and community health which will permit children to live long, happily, and well.

Time was when this world of ours was a place of mystery beyond the walls of home and school. That time is past. How the world has come in upon us and why our children are happily at home today among ideas strange to us are clearly explained in the introductory article. The problem of safety occupies our attention in the second article which emphasizes the need for parents to recognize the seriousness of this problem under the hazardous conditions of modern living. Another article discusses the subject of community organization for child welfare. Outlined here are the types of services that should be available within the community if the health of children is to be adequately safeguarded. The discussion following deals with a perennial problem—to spank or not to spank, and presents a point of view that will insure healthier personalities to both parents and children. The health lessons learned during the last war and their implications for public health during peace time are the considerations of another contribution.

There is also a story of school days characterized by a healthful zest for living, pleasurable experiences, and an intuitive knowledge of human motives that make these days treasured memories in later years. Equally significant in its contribution toward the development of healthful maturity is the article on intelligent citizenship and how it may be taught.

The aim of education has to parents and teachers long been greater than that of furnishing the child with information in the three R's. It must also include in both home and school education for healthy living if the vital problems which challenge us today are to be answered. For it is usually the individual healthy in mind and body who is eager to live and to learn—eager, too, to accept the challenges of his day.

MALCOLM S. MACLEAN, President of Hampton Institute, Virginia, is known to many parent-teacher members for his splendid address delivered at the 1940 National Convention held in Omaha last spring. Subscribers to the *National Parent-Teacher* had the pleasure of reading this address in the June-July issue and are therefore already familiar with President MacLean's sympathetic understanding of young people and their world.

FRANK W. HUBBARD has recently assumed the directorship of Research of the National Education Association. Having only a short while ago edited the safety year-book of the American Association of School Administrators, he brings an unusual and challenging point of view to his article on safety education.

SIDONIE M. GRUENBERG, Director of the Child Study Association of America, has long been looked upon as a trusted leader in the field of child care and training. As a writer, lecturer, and practical worker, Mrs. Gruenberg is known personally to many parent-teacher members throughout the country.

KATHARINE F. LENROOT, distinguished and vigorous advocate of better health for mothers and babies, needs little introduction in our magazine. Miss Lenroot, Chief of Children's Bureau, works closely and untiringly with parents and teachers to help them realize their ideals for the children in our democracy.

A. L. CRABB, Professor of Education at the George Peabody College for Teachers, is the best-qualified man in the United States to write the account of Eli's difficulties with McGuffey's Third, since it was he who rescued Eli from a life of illiteracy. We look forward to presenting many more delightful episodes of Dr. Crabb's school days.

TO G. L. MAXWELL, Assistant Secretary of the Educational Policies Commission, and his co-workers, one of the most important objectives of education today is "learning the ways of democracy." That this objective is being increasingly recognized by educational leaders throughout the country is due in no small measure to Mr. Maxwell's comprehensive knowledge of how citizenship can be taught.

MARY E. MURPHY writes from a rich background of experience in parent-teacher work and social services for children. She is the Director of the Elizabeth McCormick Memorial Fund and widely recognized as a forceful influence in education for child health.

The following contributors are responsible for the material which appears in this month's "P. T. A. Frontiers": Mrs. L. M. Lowrey, President, Alabama Congress of Parents and Teachers; Mrs. Richard E. Ahlquist, a Vice-President of the Washington Congress of Parents and Teachers, and Mrs. J. S. Stewart, State President of Washington; Mrs. J. Dudley Phillips, Chairman of Publicity, New York State Congress of Parents and Teachers, and Mrs. Carl R. Brister, State President of New York; Mrs. E. K. Strong, President, California Congress of Parents and Teachers; Mrs. Gertrude E. Flyte, President, South Dakota Congress of Parents and Teachers; and E. H. Hedrick, Superintendent, City Schools, Medford, Oregon.